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ABSTRACT

Written by four teams of doctoral students at Ball State University, the scenarios presented describe a hypothetical sequence of events, procedures, or new patterns involving the English curriculum of the future. The scenarios are: I. An English Curriculum for the Year 2000; II. MED-85, a Humanistic Communications Scenario; III. A.D. Two Double-O Two; and IV. Sense, Intellect, and Imagination: A Humanities Curriculum Scenario. The value of the scenario is seen to be as follows: (1) the use of the scenario as a teaching technique; and (2) the innovative qualities of the scenarios which call for different strategems, approaches, and new terminology with which to cope with projected socioeconomic changes 20 or 30 years from the present. (DB)

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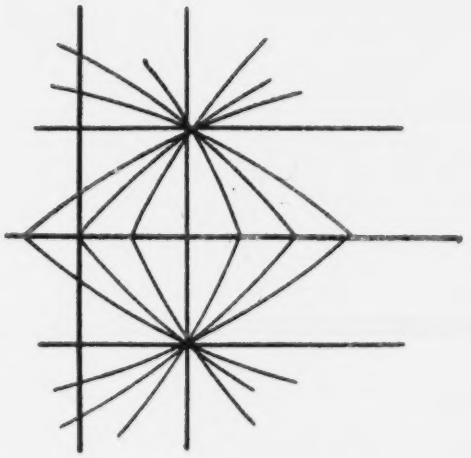
Ball State University

Department of English

Futuristic Designs in the English Curriculum

Four Scenarios



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FUTURISTIC DESIGNS IN THE ENGLISH CURRICULUM

Four Scenarios

TE 002 901

Edited by Richard G. Whitworth

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PREFACE

There is an old story about a bride who served baked ham with the ends cut off. When her husband asked why, the bride replied, "That's the way mother always did it." He later questioned his mother-in-law and she too replied, "That's the way my mother did it." And upon grandma's visit, the husband again brought up the subject of why she sliced the ends off the ham. She hesitated for a moment and finally admitted, "Well, that's the only way I could get it into the pan."

The designing of the English curriculum often suffers the same fate, that of being cut to fit present conditions; moreover, we think in the same old patterns out of custom and habit, seldom questioning if it is the right fit. Rather than produce a "pan" to facilitate a curriculum responsive to the needs and demands of society, we too are content to cut off the ends and compromise our principles, usually in the name of practicality. Fine. We need to be practical. Yet on occasion we should also imagine and dream about what the English curriculum could be, what alternatives may be possible in the near future. The four scenarios which follow are of that sort. They are visionary rather than practical; they are unfettered by today's existing limitations and are free-wheeling excursions in curriculum design.

The scenarios, creative projects completed by doctoral students in an English education course at Ball State University, attempted to describe in some detail a hypothetical sequence of events, procedures, or new patterns involving the English curriculum of the future. The aim was to stimulate the imagination and the perspective of the students. Rather than emphasize the traditional approach to curriculum design (objectives, procedures, activities, and evaluation), the scenario approach encouraged alternatives and divergency in thinking about curriculum design. The students were free to consider a k-university approach, a small segment of the total program (briefly explaining its parts to the sum), or they could find some vehicle for educational matters other than the traditional school we have today. Each group was to present a conceptual theory, perhaps consider adaptation problems, special personnel needs, evaluation, and possibly provide several illustrations of how the proposal functioned.

To make the scenarios as concrete as possible, Burris Laboratory School, BSU, was selected as a possible site on which to base the proposals (with modifications to suit each group's scenario). To gain information about the present modes of operation at Burris, the doctoral students met with

elementary and secondary teachers on several occasions, plus a group of high school youngsters, and talked about current practices in English and what changes should be made.

The students also studied the major curriculum designs in English since 1892: the Committee of Ten report, the Hosic report of 1917, the experience curriculum of 1935, the language arts curriculum series of the 1950's and the current thinking in Freedom and Discipline (1965) and The Uses of English (1967), supplemented by James Moffett's A Student-Centered Language Arts Curriculum (1968). They analyzed four recent curriculum programs in English (University of Nebraska, University of Oregon, Northwestern University, and Carnegie Institute of Technology) and evaluated Mary C. Rodgers' New Design in the Teaching of English (1968). Moreover, they obtained projected data for their futuristic designs (social, economic, and technological information) from such publications as Kahn and Wierner's The Year 2000 (1967) and from various articles concerned with society and education of the future. They also brought to bear on their designs their learnings from recent philosophy and psychology courses.

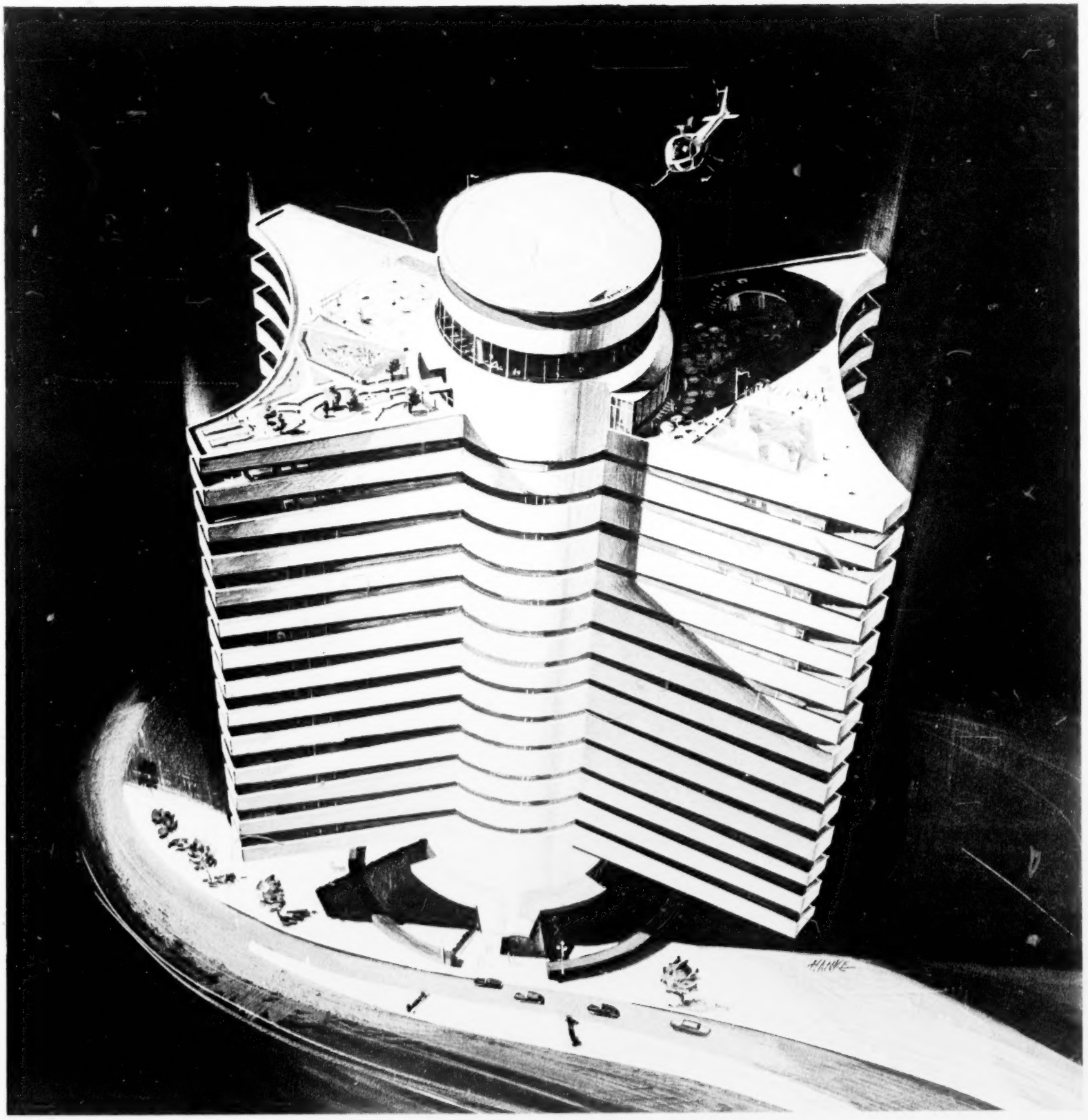
Divided then into four teams, the students wrote four scenarios on what they believed would be the English curriculum, 1975-on. The class spent several sessions in analyzing each proposal; e.g., What is proposed? What changes are to be made? For what reasons? What assumptions are made with respect to the characteristics of the social setting or situation, the psychological situation (how learning takes place), the philosophical foundations (basic beliefs, values, and attitudes), and the ends of education? Are the assumptions well founded? How would you appraise the entire proposal?

The chief value in creating the scenarios to the doctoral students was their involvement in the group process, the meshing of ideas by divergent personalities into a coherent plan. Yet the value and worth of the scenarios go beyond our classroom. First, the use of the scenario as a teaching technique, to my knowledge, is relatively new and should be explored by teachers. More important, however, is the fact that English has been a conservative discipline, looking to the past. The scenarios, on the other hand, are future-oriented, calling for different strategems, approaches, and even new terminology to cope with projected socio-economic changes twenty or thirty years hence. Because persons connected with English and English education have a vital stake in the future of the discipline, they should find the innovative qualities within the scenarios thought-provoking, sometimes disturbing,

but worthy of serious study.

I would like to thank Doctors Frances Rippy and Anthony Tovatt, Professors of English, and Dean Richard Burkhardt, Vice President for Instructional Affairs and Dean of Faculties, for being instrumental in the publication of the four scenarios, and Mrs. Freda Rice who typed the manuscript. I am especially grateful to the contributors of the scenarios, who spent many hours in working on the project and in participating in this edited version.

Richard G. Whitworth
Ball State University
June 1969



SCENARIO I

AN ENGLISH CURRICULUM FOR THE YEAR 2000

by

John Eckman
Joseph Castellani
Myron Taylor
Floyd Davis

A perfect education is one that proceeds by surprises and the promise of other surprises, one that offers the most opportunity for discovery.

--Kenneth Eble, A Perfect Education

FOREWORD

The following scenario for an English program suitable to the educational process in our society in the year 2000 represents a team project at Ball State University. It was initiated and developed in English 611 at the suggestion of Dr. Richard G. Whitworth.

Members of the project committee appreciate the direct or indirect assistance of many other individuals in gathering information and illustrative material for this project: to Dr. Anthony L. Tovatt, Dr. Stella Bain, Mrs. Hudie Wise, and Mr. Joseph Waggener of the staff and to cooperating English students at Burris Laboratory school; to Dr. J. B. Burnell, Dr. John L. Klem, Dr. James H. McElhinney, Dr. Dennis B. Redburn, Dr. Merle T. Strom, Dr. Thomas E. Spencer, and Dr. Shirley J. Trent of the Teachers College; to the Film Service and Teaching Materials Service Departments of the University Library; to Mrs. Elizabeth Martin of the English Office; and finally to our colleagues, Mr. Ernest Lanza, Mr. Paul Mazza, Mr. Robert Meadows, and Mrs. Ima Van Natter, with whom helpful discussions were held.

(Cover photograph used by permission of Englehard Minerals & Chemicals Corporation)

SCENARIO: AN ENGLISH CURRICULUM FOR THE YEAR 2000

Anachronistic Schools in the Space Age

We live today in a dinosaur age of schools which have lost their ability to function with respect to the new world of change and technology which we are entering. From archaic brick prisons to glass, stone, and concrete crystal palaces, a majority of our schools have one thing in common: the function for which they were designed is dated and will soon pass into history like the dinosaur. The social and educational needs which they must fulfill in the future are not those for which they are designed or adapted.

Creative minds in all fields--technicians, scientists, humanists, philosophers--have tried more and more to underscore the radical newness of the age into which we are moving. Modern day prophets like Norbert Wiener, Marshall McLuhan, Buckminster Fuller, Rachel Carson, David Riesman, and Herman Kahn have tried to interest, warn and prepare the public for the great revolution which will overtake world society as we know it by the end of the century as the result of scientific and technological innovations.

Widespread social unrest is a symptom of the radical change or mutation which already is at work throughout the social structure. Basic institutions--church, state, family--are being affected by dramatic changes in the relationship of the individual to society. It would be naive to expect that schools could long escape the effects of such dramatic changes, and the schools, in fact, are becoming involved--and will become more involved--in this process.

We believe that an entirely new approach to education in the United States is necessary to serve the needs of our society and its citizens for the future, and that by the year 2000, the projected date of this scenario, a radical change in the concept and process of education will have long since taken place. The process by which that change will be effected is not the province of this study, but we believe that it will be evolutionary, accelerating and gaining momentum rapidly through the 1970's and 1980's.

Even now the winds of change are astir, fanned by protesting students and new schools of thought in education, information, technology, and humanistic psychology.

The purpose of this scenario will be to project a proposal for an educational system adapted to the needs and the realities of America in the year 2000. It is ideal in that it incorporates what we believe to be the desirable features of an educational "system" for that time; but it is practical and realistic when viewed against the background of the radically changed society in which we will live just a generation from now.

Societal Changes by the Year 2000

Certain assumptions must be made about the world in which this proposed educational system is to function. From such projections as those of Daniel Bell, Herman Kahn, the Foreign Policy Association, and the United States Census Bureau, we have grounds for assuming that the world of 2000 will be much changed. The change in society will be most marked in the United States--the world's first truly technological society of the post-industrial age. Here will be a society of more than 300 million Americans, ninety percent of whom will live in cities.[1] Nearly half of these will live in three great urban areas or megalopolises: Sansan, Chipitts, and Boswash. Government, industry, research and education will be heavily dependent upon elaborate systems of advanced performance computers linked to data processing, storage, retrieval equipment, and audio-visual, auto-instructional devices. The gross national product (GNP) will triple to approximately three trillion dollars annually.[2] As a result of increased productivity, the work week and the work day will be reduced to perhaps half the present length, and three-or-four month annual vacations may become a widespread practice, as they now are in education and in certain industries. In short, we will live in a leisure, rather than a work-oriented, society.[3]

Kahn, Shane and others have pointed out that the shock of cultural change may well be constant in the foreseeable future, and that this could have a drastic destabilizing and

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[1]Herman Kahn, The Year 2000 (New York, 1961), pp. 60-62.

[2]Ibid., p. 10.

[3]Ibid., pp. 194-195.

even disorienting effect on our society.[4] To meet this situation, it is likely that the social role of education will be greatly extended, with facilities for continuing the educational process made easily available to citizens of all ages, and with new emphasis on fostering human development and self-realization by the individual in a complex and constantly changing cultural environment.

Education as a Process of Self-Actualization

At present, the effect of social and technological change on American education has not permeated the majority of today's schools. A few experimental programs have been begun to help meet social and educational needs of the disadvantaged elements in our population, but the change has been neither pervasive in extent nor fundamental in nature. Since the 1940's and particularly with the advent of Sputnik, many societal and political pressures exerted on American education have tended to produce conformity, docility and rigidity. Little, if any, consideration has been given to the role of personal feelings, free choice, and uniqueness in the classroom.

Among educational theorists, however, increasing attention has been given to a child-centered approach to education which is based on a humanistic psychology. This approach is characterized by the work of such leaders as Gordon Allport, Hubert Bonner, Arthur Combs, Karen Horney, Arthur Jersild, Earl Kelley, Sidney Jourard, A. H. Maslow, Rollo May, Clark Moustakas and Carl Rogers. Each of these writers focuses on the human being as an emerging, becoming, developing person. Each stresses the unique value of every individual and recognizes his right to be treated with respect as a person as he works toward becoming a fully functioning individual.

The views of Carl Rogers are representative or at least suggestive of the approach of the humanistic psychologists. Rogers believes that the goal of learning to be free is essential to the survival of a civilized culture, even if the main streams of modern life are extremely fearful and ambivalent about any process which might lead to inner freedom and self-actualization.[5] He suggests that when the

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[4]Ibid., pp. 211-212.

[5]Clark R. Rogers, "Learning to be Free," NEA Journal, LII (March, 1963), pp. 28-29.

human being is free to choose, he tends to value those objects, experiences and goals which contribute to his own survival and development and to the survival and development of others.

We believe that the educational needs of modern society can best be met by the educational philosophy of self-actualization which reflects the need for freedom for self-development dramatized in the writings of the humanistic psychologists. According to A. H. Maslow, self-actualization involves a recognition of the need to be or to become the person one can be.[6] Satisfaction of this need is expressed in various ways for different personalities. Thus, one person becomes a good mother, another a musician, another a teacher, and so on. The persons in whom these individual needs have been relatively well satisfied are the healthiest in our society. Maslow sees self-actualization as an attitude and response toward life in which self-knowledge and self-acceptance become the path to growth and self-improvement, enabling the individual to fulfill his real potential.[7]

We strongly endorse a guiding philosophy of self-actualization in education. In order to implement this philosophy, we propose moving from the structured school system with graded courses and the central role played by the classroom teacher, to a new type of learning center with a curricular program designed to encourage the student to become an active, creative participant in the educational process.

The curriculum for each individual is to be determined by what he brings to the learning center, by experiences that are provided for him in the learning center, and by all the factors in his environment which are a part of his day. Such a curriculum will inevitably reflect the concerns of students, teachers, and parents, as well as the values of the society in which the learning center exists and the quality of life in the communities which it is designed to serve. Through the free interaction of these forces, the learning center can become the major instrument of society for promoting the development of values.

The staffing pattern for an envisioned learning center is represented by the diagram in Figure 1. The number of

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[6]Abraham H. Maslow, New Knowledge in Human Values (New York, 1959), p. 135.

[7]Ibid.

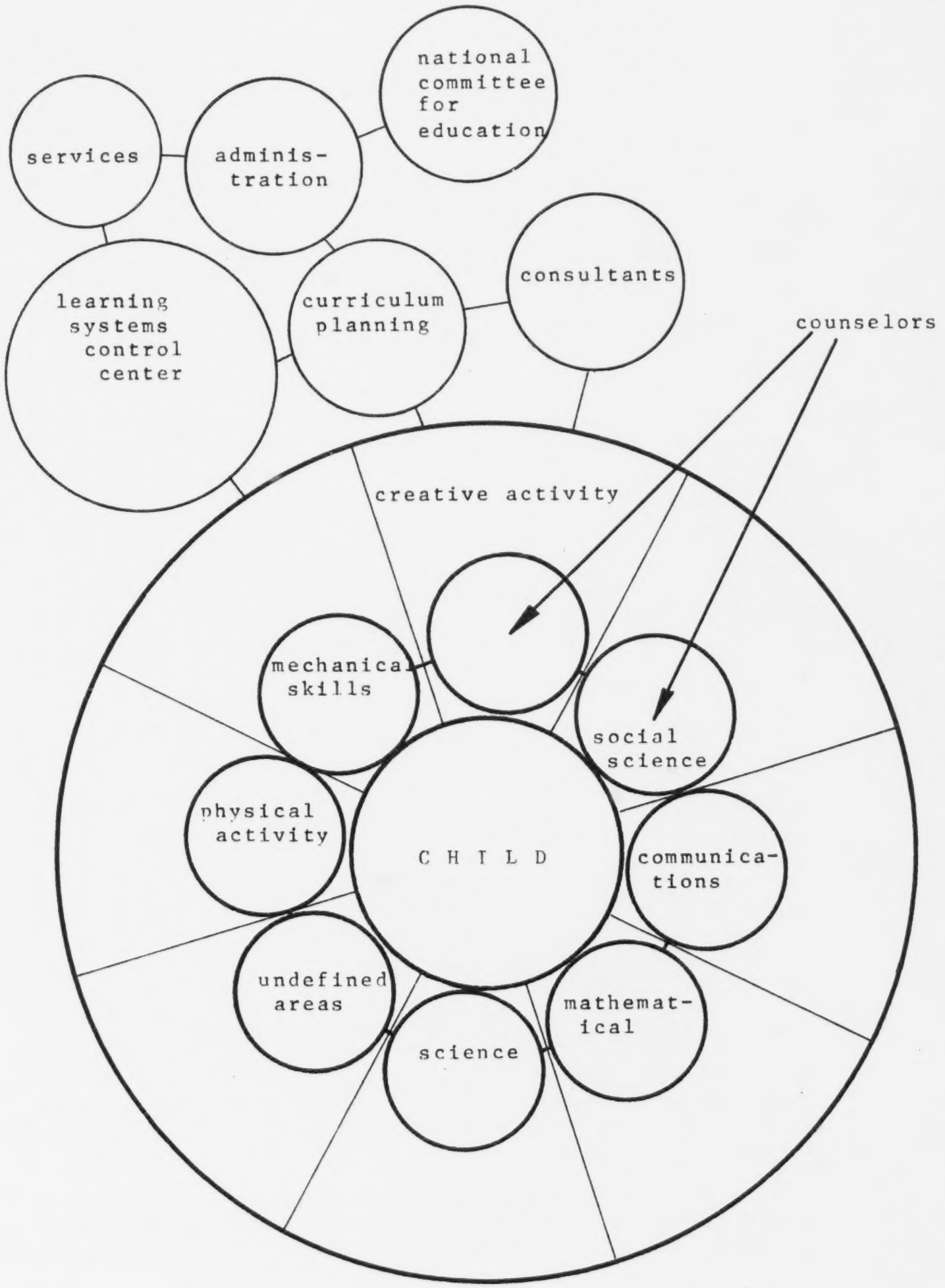

Figure 1. Projected Staffing Pattern for a Learning Center

personnel is not indicated because that will vary with the needs of the center. It should be clearly understood that arbitrary divisions have not been set up between various areas of authority and responsibility. The committee envisages a resource center which will provide the maximum exposure and interaction for all of its participants. It is the general function of the staff at such a center to provide the kind of environment and experiences which will be conducive to the type of growth sought and the kind of emotional climate in which students will develop into wholesome, healthy individuals.

The learner is at the center of the large wheel, surrounded by counselors with special training in subject matter areas, who, in addition to their basic awareness of the philosophy of self-actualization, continue to motivate and direct the individual, while learning themselves. In-depth support of all learning activities is provided by the computer facilities, as well as consultants in academic disciplines. The consultants include specialists in such fields as psychology, psychiatry, linguistics, communications media, art, literature, music, vocational arts, social studies, science, mathematics, composition, physical therapy, reading improvement, and speech.

Closely related to the services offered by the learning center and the interaction between the learning systems' computers, learners, consultants, and counselors, is the responsibility of the curriculum division to review all topical and current research pertinent to the philosophy of self-actualization, and make recommendations for implementation of the on-going program. Since the needs of the individual will determine how, where, what and to what length the learner will pursue his particular interests, there will be no formal structure of classroom course offerings or blocks of time devoted to group study of subject matter areas. The goal of the entire learning center staff will be to provide learning experiences that will meet the needs of youth in a changing society. Such experiences should include opportunities for the individual to learn about himself, to develop self-direction, and skill in problem solving, and to improve his ability to adapt and function in society.[8]

Certain basic skills needed to function in society would be offered in the initial phase of the educational process, but it would be the function of the learning center

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[8]Kimball Wiles, The Changing Curriculum of the American High School (New York, 1963), pp. 60-64.

staff to assist the learners in the acquisition of these skills without the regimentation of traditional formal instruction. Figure 2 illustrates this first stage in the learning process. The committee has identified seven basic components--communications, science, mathematics, mechanical skills, physical skills, social science, and creative activities--that will contribute to the child's self-actualization. The learning components are stated in broad headings only. As an illustration of the content of these components, compare areas labeled physical activity and mechanical skills. By the first, we mean the development of the body for its own sake through active participation in all kinds of physical exercise and recreation. The second area, mechanical skills, refers primarily to the learner's control over specific motor functions which enable him to handle various tools skillfully. The heading labeled undefined areas would relate particularly to the activities of the curriculum planning group shown previously in Figure 1. The committee is not bound to these components per se, for it realizes that these areas would change in the light of relevant, applicable research and changing societal needs.

Learning Centers for the New Century

The educational system for the year 2000 will not include schools as they now exist. Educational programs will be much more extensive in the home, in industry, and in government. New technology will make it possible for every home to have its own learning center where educational TV, films, and taped lectures may be viewed and heard. In addition, printed matter reproduction and central information services will be supplied by a community computer-cable hook-up, much as TV cable systems now operate.

In this sense, every home will have access to a full range of educational services. Thus, while the home center will not replace the need for the type of individual guidance and social education which can only take place in contact with tutors, assistance will be readily available for home-study hours. Any student unable to be in the learning center could also continue his study by lessons from tele-teaching center tutors or counselors.

To accommodate what is today thought of as the "school-age" population, a group which will include approximately eighty-five million young people in the year 2000, three levels of learning centers will exist. Phase I learning centers will be concerned with basic levels of learning; Phase II centers will be transitional or intermediate

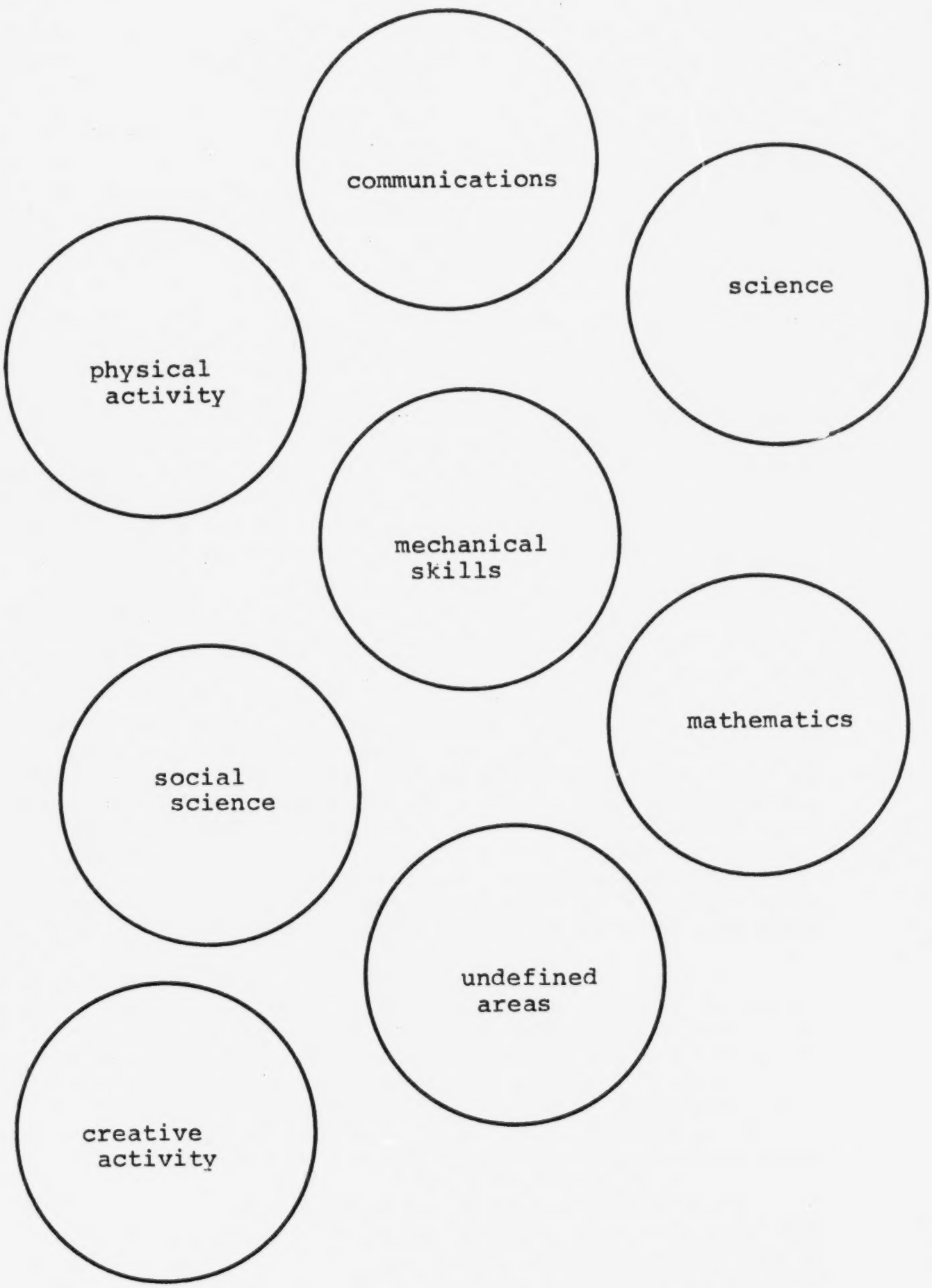

Figure 2. Basic Components in Learning Process

learning levels; and Phase III centers will be equipped for advanced studies in all learning areas. All Phase I learning centers in a given region will be serviced by a Phase I Educational Computer Center. Phase II and Phase III Computer Centers will service all the learning centers of corresponding levels throughout a given region.

Each learning center will have a resource center accessible to all students in each area of learning. For purposes of illustration, let us look at a learning center which might replace a contemporary high school like Burris High School[9] in the year 2000. This Phase II learning center, like all learning centers, will have separate building areas or buildings for each major curriculum component. Since we are concerned with the proposed English curriculum for such a center, our discussion will concern the area of Communications which is housed on its own floor of the learning center complex, illustrated in Figure 3.

The Communications Area, like all other learning areas in Burris Learning Center, has its own resource center which is accessible to all students in communications. This resource center, replacing both the library and the so-called study hall of traditional schools, will have individual soundproofed learning stations or carrels in which students can operate audio-visual program selector controls, giving them the widest choice of instructional and informational resources: taped lectures, films, programmed learning equipment, telefilmed books, and teleregistered self-examinations to evaluate progress in any chosen area. There, also, an individual can request from the learning center's central computer an instant report on all of his previous work or any phase of his previous work.

Other sections of the Communications Area will include facilities for newspaper, radio and television journalism activities, film making, film editing, small practice stage areas, seminar rooms, sound-taping and typing rooms, small conference-study rooms, a theatre and convenient areas for groups of varying sizes. Facilities for the processing of films, tapes and transparencies will be included in the learning center.

Although our projected curriculum is focused primarily on the Phase I, II, III learning centers, the learning activities of the year 2000 will not be confined to youth.

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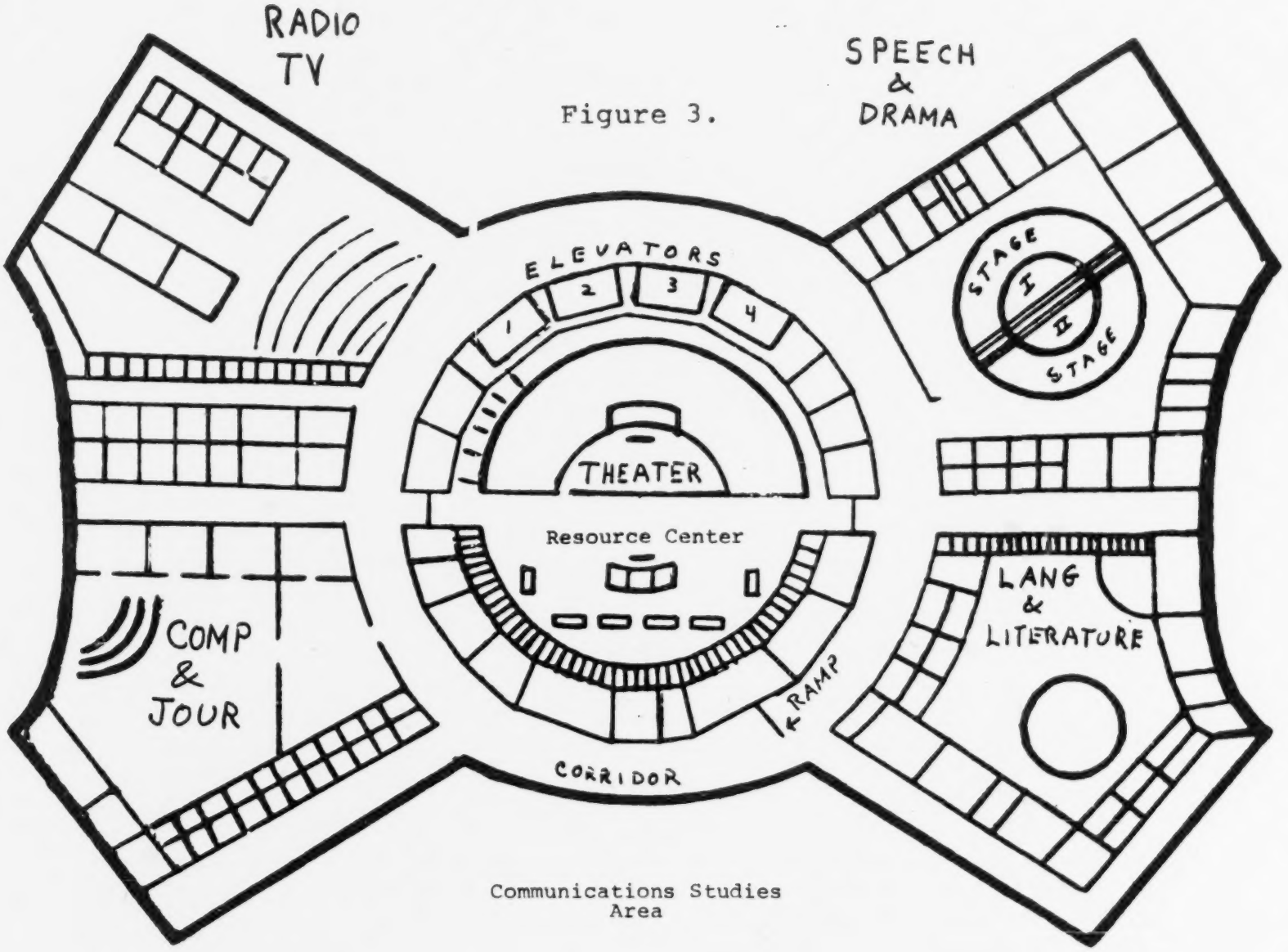
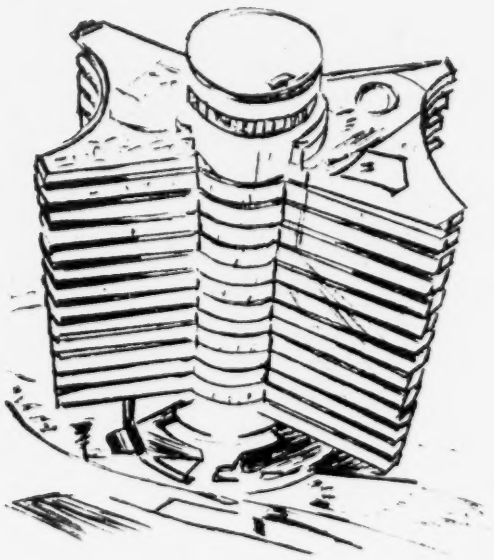
[9]Burris High School, Muncie, Indiana, was used as a focal point for projecting curriculum plans for a high school in the year 2000.

Figure 3.



Communications Studies
Area



Phase II Learning Center

Each area of the communications floor is designed with specific activities in mind. On one side of the central core is a large theater for use by all communications students. On the other side is the resource center, containing computer consoles, reference directories to computer data centers and to available programmed courses and other material. Scores of individual cubicles provide facilities for individual programmed instruction and other assistance to students by means of film, tape, facsimile reproduction and data print-out.

Surrounding the circular core are service areas: lounges, snack and coffee bar, rest rooms, locker rooms, and express elevators for transporting students many floors. Ramps lead from one level to the next for students traveling shorter distances.

The Speech Area has two small practice stage theaters which may be combined to form a circle theater, many small practice and conference rooms, and three large areas for costuming, dressing, and set construction.

The Radio-TV Area has TV studios, radio studios, control booths, taping and transcription rooms, individual practice-study cubicles, and a large open area adaptable for large gatherings and certain TV settings.

The Composition and Journalism Area has seminar rooms, print shop, layout room, a large "city" room, and a small open arena for meetings.

The Language and Literature Area has conference rooms, individual language-lab cubicles, a language arts library, and a circular glass-enclosed reading lounge.

We assume that society will desire or require that young people find a place in the educational continuum for a certain span of time and also that society will need to make similar provisions for adults of all ages.

In view of increasing population, wealth, leisure, early retirement and technological unemployment, there will be a special need for adult learning centers designed for the needs and interests of adults. Such centers will be equipped to foster re-education for new vocations and avocations, and to foster continuing social and cultural adjustment and development for the entire population. They will be equipped for the widest range of opportunities for counseling and self-realization. In other areas, the regular learning centers will remain open after normal "school" hours, staffed by skilled resource people to benefit the adult population as well as youth.

Self-Actualization Through Communication

The English Department, as now conceived, will no longer exist in the learning center of the future. It will have been replaced by the Communications Area, one of many possible areas of learning activity (i.e., learning components) available to an individual. The study of communications skills and knowledge will begin at the earliest learning levels and follow through all levels of the learning process on a continuum. At all levels, communications learning activities will include five basic elements: speech (speaking and listening and observing), reading, writing, literature, and language.

As the individual moves through the basic levels of Phase I learning toward the intermediate levels, branching will occur, as illustrated in Figure 4, so that each of these inter-related strands or streams of communication learning will separate or differentiate into more advanced and more specialized areas. Thus, the early study of literature in Phase I might begin with oral literature, branching almost immediately into picture stories on the one hand, and dramatized stories on the other. The picture-book stories will soon progress or branch off toward written literature, which in itself contains innumerable possibilities for further branching as the individual progresses. In similar fashion, the dramatized stories branch into play production on the one hand, and animated and motion picture films on the other. Early in the learning process a choice of interest areas and activities will be introduced into the learning situation. At the intermediate levels, the individual learner, having mastered the basic learning skills,

Communications Learning: An Open-Ended Continuum
With Numberless Options

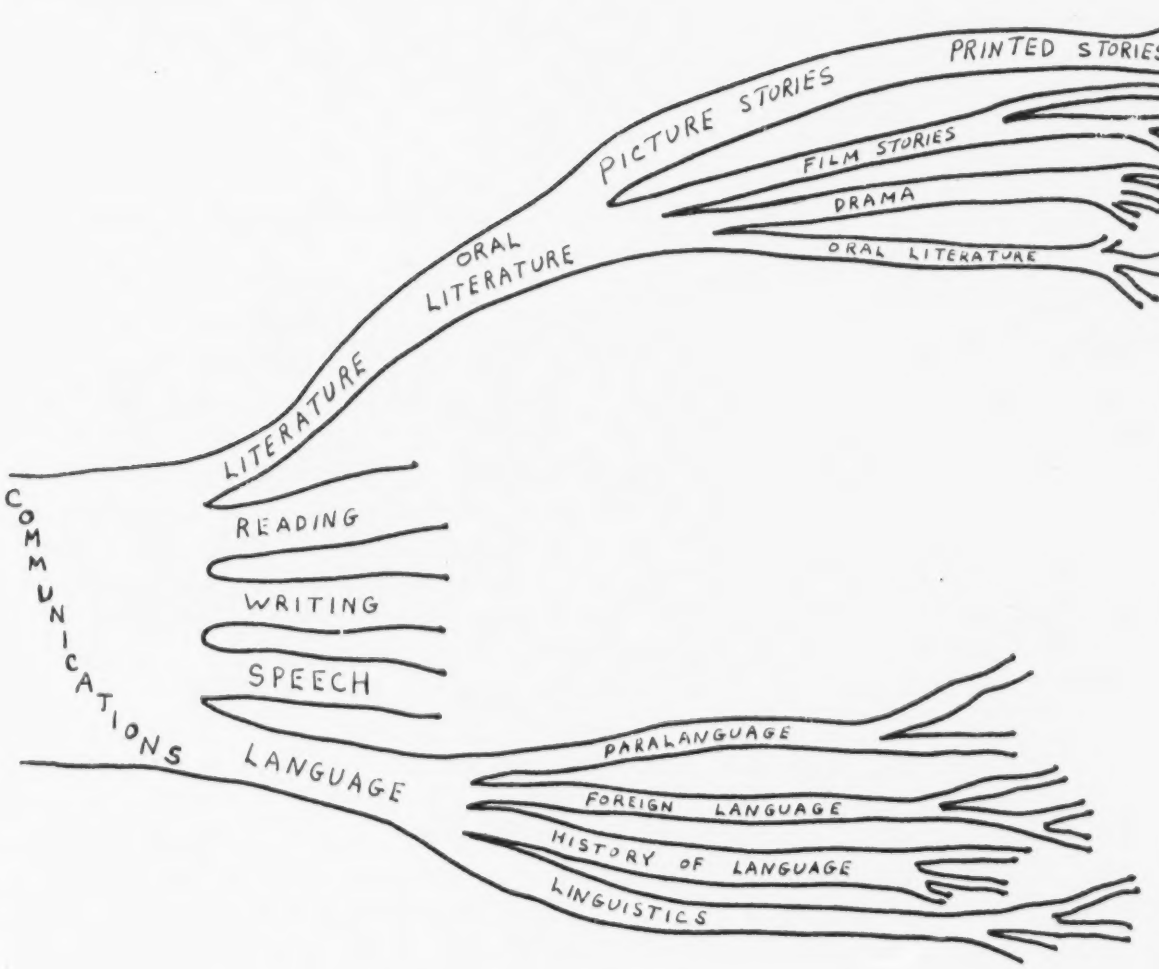


Figure 4.

will have free choice of the learning areas in which he wishes to work. Beyond the basic levels of instruction, it is envisioned that any use of lecture or group instruction will be entirely at the option of the learner and the counselors.

In Phase II and Phase III learning centers, as was mentioned previously in Part IV, each of the learning components or interest areas will have its own electronic audio-visual resource center and a staff of specialists, all highly trained and qualified both for guiding and counseling the learner. The curriculum will be very flexible, embracing all the newer media. Films and teledramas, and radio-TV non-dramatic documentary forms of communication will be included, along with the more traditional forms of literature. American and British literature will cease to dominate the attention of the staff; all the world's literature will be included in the curriculum. Demonstrated skill in the actual production plays, filmed dramas, and documentary films will be valued as highly as skill in written composition. Speaking skill, speech analysis, and oral interpretation will be viewed as serving the end of effective communication and individual expression just as well as, if not better than, skill in literary analysis.

As new needs and interests arise, the curriculum specialists and consultants on the staff, and the communications counselors (as replacement for today's teachers) will adapt the activities of the Communications Area program accordingly. In addition to the study and enjoyment of traditional literature, ample facilities for film and television viewing and analysis, film making and editing, creative writing, oral interpretation, dramatic production, public speaking, discussion, radio and television production, journalism, creative writing, paralanguage studies, and studies of world languages and literatures will be provided.

Counselors will encourage learning activities which are the outgrowth of the individual's previous projects and interests, and they will seek to create opportunities and situations for new learning. They will work at whatever levels they need to, initially. They may well start, for instance, on the level of current societal or individual concerns, as reflected in the popular literature of the film, the telescreen, or the telemagazine, in order to guide and encourage an individual to pursue interests in related areas which will add opportunities for greater breadth and depth of communications knowledge.

The learning process emphasizes freedom of choice within a wide range of opportunities in the area of communications. It is incumbent upon the counselors to see that an

individual's projects move broadly in the five basic areas of communication. In this process the counselors will take into consideration that some special areas will inevitably receive more emphasis and time than others, according to the learner's facility and needs.

The counselor will proceed on the assumption that if the learner is allowed freedom of choice in his learning activities, he will link his activities to his needs, interests, and preferences in a given learning area. Thus, the learner is never forced, nor is he impeded, in the progress which he makes. When working individually, he will gain individual recognition, as well as satisfaction through achievement or self-improvement; when combining his efforts with a group, he will learn to work in situations enabling him to participate meaningfully in a social process.

In progressing through the learning continuum, a learner's advancement is not dependent on chronological age, but upon his competence to function within an interest/ability "peer" group, whatever ages it may include. His own interests, and his physical, intellectual, and social maturation will be considered by the consultants and counselors in recommending the learner for advancement in the learning center system.

To summarize this curriculum design, the committee believes that communications as subject matter is not valued in itself or as a service subject; rather, communications subject matter is valued primarily for its function in assisting the individual in his self-fulfillment. The curriculum is thus determined by the needs and interests of the learner, subject to the creative direction, inspiration, and guidance of the counselors who will use communications content and techniques as the media through which the individual can be helped to adjust to his environment and to live a fulfilled life in terms of his unfolding desires and his potential.

Because the content of communications may change radically as time brings social and cultural change, any effort to prescribe too definitively the tools and content of communication is both impractical and inconsistent with our philosophy of education for the year 2000. Moreover, we appear to be reaching a technological plateau in which education itself will require frequent or constant redefinition. For this reason, the soundest "program" we feel is that which will have as its core or center the guidance of the individual in perfecting his own development. Viewed in this perspective, the specific communications content is only a means to an end, not an end in itself.

Maximizing the Role of the Learning Counselors

The training, competence, motivation, and performance of the learning center counselors will determine the ultimate success or failure of the system. Consequently, these counselors will be more highly trained, paid, and motivated than most of today's teachers. Counselors will demonstrate competence in psychology and sociology as well as in educational methods and the subject matter of communications. As a result of study or other experience, counselors should have an extensive knowledge of world literature, language, various levels and types of writing, and audio-visual media; and an equal knowledge of counseling psychology, educational psychology, and educational philosophy.

The counseling staff in any learning center area will work together as a team, giving maximum assistance in all efforts to promote the welfare of the individual learner. They will also coordinate their efforts with the consultant staff of professional psychologists, curriculum development specialists, and counselors from other learning areas.

Policy-making authority and responsibility for the learning center will rest with the professional counseling staff, which will have considerable freedom to implement guidelines established by national and regional education committees. The consultant staff will assist the counseling staff in interpreting the national educational goals in terms of the local learning community, and in assessing the extent to which the needs of the students are being met. In order to insure that policy proposals really do reflect an interest in the welfare of the learner attending a center, these individuals will have representation on staff committees.

An adequate supply of highly trained counselors will be provided by the factors of population growth; increased leisure time; substantial increases in national productivity and average income; and increased prestige and pay for the teaching profession, accompanied by more selectivity in the appointment to such responsible positions. Even today the trend is for an increasing number of young people to enter service careers and professions. In recent years, businessmen have been concerned by the growing disinclination of the top college graduates to seek careers in business and industry. In the future, we believe that more and more highly trained and motivated people will seek careers of service and self-fulfillment, and that the educational system which we envision for the year 2000 will be one of the most attractive and self-fulfilling careers of all.

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MUNCIE EDUCATION DEVELOPMENT

SCENARIO II

MED-85

A HUMANISTIC COMMUNICATIONS SCENARIO

by Sister Dolores Enderle
Barbara Hansen
Florence Lundegard
Betty Memmott
Tyree Miller

FOREWORD

MED-85

The Muncie Educational Development for 1985 (MED-85) is a curriculum in action. It is designed to meet the needs of cities having either extensive resources or limited funds for education. Muncie was chosen for redevelopment to illustrate that an old, established city can be adapted to the educational needs of an urban population influenced by mass media.

ACKNOWLEDGMENTS

We wish to thank those at BSU who have assisted us in the preparation of this scenario--Mr. Marvin E. Rosenman, College of Architecture and Planning; Sister Miriam Schultheis, O.S.B., Teachers College; Craig M. Mullins, College of Architecture and Planning, cover design.

MED-85, A HUMANITIES COMMUNICATIONS SCENARIO

A new type of learner gyres and gimbles on the American wabe. He is the fulfillment of Goodlad's prediction that "between 1980 and the end of this century will come a time when machines and human beings will have to learn to live together."[1] To meet his needs, the Muncie Educational Development for 1985 (MED-85) provides a humanistic communications curriculum for lifetime learning. The program aims to develop in the individual learner a satisfactory self-concept to carry out his own and society's purposes.

Several years ago Menninger, describing the mature person, listed seven characteristics which this curriculum is seeking to develop: 1) the ability to accept frustration, coming to a constructive compromise, rather than fleeing or fighting; 2) the capacity to change--to find adult solutions and to welcome new experiences; 3) the ability to meet tension without disabling symptoms; 4) the capacity to find more satisfaction in giving than in receiving; 5) the ability to relate well to others; 6) the direction of "hostile feelings into creative, constructive outlets"; 7) the capacity to love, which is the only neutralization for hate.[2] MED-85 spurs on the growth of this kind of man through a humanistic communications curriculum in which speech is the integrating force. This curriculum

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[1]"Coming: Lifetime Learning," Phi Delta Kappan, XLVII (October 1967), 74.

[2]William C. Menninger, "Emotional Maturity," in A Psychiatrist for a Troubled World: Selected Papers of William C. Menninger, M.D., ed. Bernard H. Hall, M.D. (New York, 1967), pp. 799-807.

is divided into three tiers,[3] as shown in Figure 1.

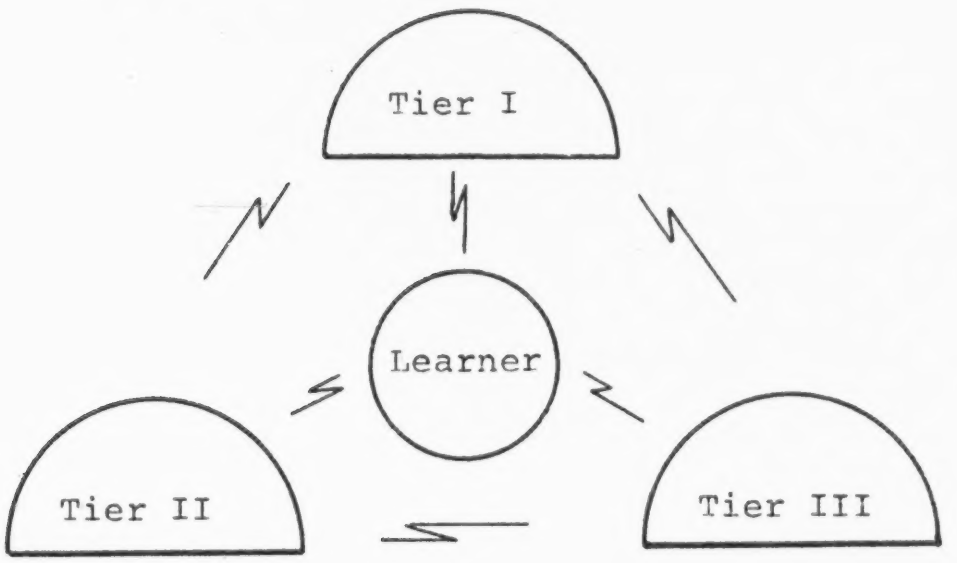

Figure 1. The three Tiers interact at all stages of the educational process, never in isolation.

Tier I develops basic communication skills, process skills, and specific information and concepts relating to communication, according to the learner's personal needs. Tier II aims to further exercise the process skills and to draw forth from the learner his creative potential in whatever fields he wishes to explore individually. Here the learner becomes a critical user of mass media, including print; he achieves a balance between oral and written language; and he uses various disciplines in forming meaningful verbal or nonverbal works of art. Tier III concentrates upon group inquiry and action projects on critical issues growing out of the curriculum, focusing upon the affective aspects of behavior, but utilizing the content and skills learned and reinforced in Tiers I and II. The individual attains the ability to transfer ideas and principles from a learning

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[3]The three-tiered curriculum was suggested by Mario D. Fantini and Gerald Weinstein, "Social Realities and the Urban School," Curriculum Decisions--Social Realities, ed. Robert R. Leeper, ASCD (Washington, D. C., 1968) 79-104.

context to a life experience context. He gains insight into contemporary life and discovers the consequences of his own acts and attitudes.

The Staff

The staff for the three Tiers will be drawn from professionally-trained teachers and members of the community. In Tier I instruction is highly individualized. Specialists teachers, tutors, and technologically proficient aides integrate the basic language skills of reading, speaking, composition, and auditing. Programmed materials, audio-visual equipment, and automated devices are used to develop these skills. In Tier II teachers and resource people with special interests and talents direct creative activities. A wide range of local and national resource people collaborate with teachers and learners in Tier III to involve the community in the learning objectives of the educational system.

The Learning Centers

MED-85 realizes its objectives in an environment having four basic types of physical facilities: Drive-In Educational Center, Guided Learning Resources Center, Extended Learning Resources Center, and the In-Depth Learning Center.[4]

1. The disposable Drive-In Educational Center is located on street corners within individual neighborhoods and is planned to serve a cluster of about 40 houses. It is open day and night and has connections for television and other facilities to assist persons who wish to study outside of their homes but do not wish to travel to one of the larger centers.

2. The Guided Learning Resources Center, with facilities for nongraded education, is provided for each neighborhood of about 500 families. It is set up for learners going through the levels of Phase One--normally children between the ages of two to seven years. The Center has facilities for adult classes, for community meetings, for health care

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[4]The educational centers are modeled on the projections of Robert Venturi, A.I.A., and his staff in New Schools for New Towns, Rice University (Dallas, Texas, 1967), pp. 46-54.

extension programs, and for day and night care of children to allow their parents to participate in programs of interest to them.

3. The Extended Learning Resources Center, provided for each township of 12,000 residents, has facilities for nongraded learning in Phases Two and Three. The majority of the learners will be between the ages of eight to fifteen years. This Center also houses facilities for adult education and for younger age levels and has extensive facilities for community recreation, entertainment, and the arts. It has a plug-in capacity for mobile resources and an education arcade, open 24 hours a day, with computer-assisted adult reading/listening alcoves.

4. The In-Depth Learning Center for the complete town, which is divided into townships of about 20,000 residents each, is planned for studies beyond Phase Three. The Center specializes in arts, humanities, science, and technology. The learner who does not wish to come to the Center may take courses in depth by television and communicate with the teacher by picture-phone.

The Curriculum In Action

Tier I: Initial Learning Skills

Technology has influenced the development of the humanistic communications curriculum. Getting knowledge through dynamic visual-aural presentation has become increasingly pleasurable to man. For example, a nine-year-old child, his mother, and baby sister roll into the Guided Learning Resources Center in a monocar, each going to his level of learning. The nine-year-old enters a large carpeted lounge where there are seventeen children and a teacher, all wearing headsets. After he is seated, the teacher gives the students a frame of the activities and the objectives of each experience. The activities include three ten-minute films--an edited rerun of a Western, a series of myths, and a televised version of the Western being watched by children in another land.

As soon as the films are finished, the teacher directs the learners to test their recall of essential information by answering the programmed questions flashed on the console built into the arm of each chair. After the factual test, the children are given free time. Some may choose to view the films again in individual carrels; some may decide to discuss the films informally, while others may gather to

have fun in the recreation area.

After the break the eighteen learners reassemble into three small groups. The teacher who introduced the film study and two other teachers lead the groups in Socratic discussions. Figure 2 illustrates the interaction in this type of discussion. As leader of the group, the teacher

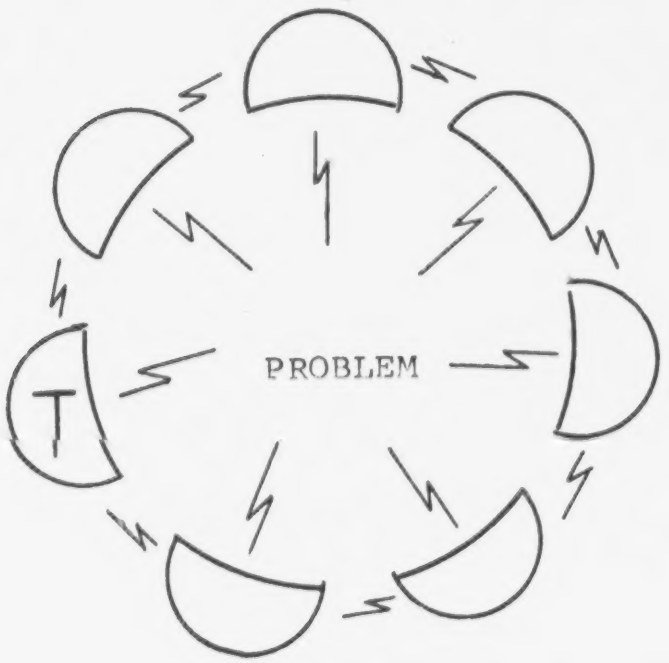

Figure 2. Socratic Discussion Group

raises a problem which stimulates the learners to critical thinking, challenging their premises, forcing them to analyze their assumptions, and demanding evidence to support their positions. At the conclusion of the demolition stage, the teacher guides the learners to more positive applications. As the teacher and the learners search for truth, they listen with sensitivity and appreciation to each other's responses. Without closing the discussion, the teacher synthesizes but does not give positive answers. Instead, he encourages the learners to choose a mode of writing which best expresses their insights into the problem --dialogue, poetry, essay, etc. To extend their knowledge of the discussion problem, the learners may dial the communications computer center for books, film-strips, films, tapes, and other reference materials. While they work on their projects in the computer-assisted student reading/ listening alcoves, the teachers are available as guides.

Tier II: Creativity

As a result of the saturation of the senses by television, the new learner is likely to be passive in his responses to written information and receptive to popular images. MED-85 nudges the learner to use mass media inquisitively and creatively. He investigates an area in depth and breadth by carefully studying related examples of great books, great works of art, and systems of ideas, and by tackling a problem or area from different vantage points. His individual inquiry leads him into various aspects of communication--from one-to-one, face-to-face encounters to transmitting his end product over the mass media or presenting it publicly in a theatre or art gallery.

The process of individual exploration begins when his curiosity goes beyond what has satisfied others. The impetus might come from material used in Tier I or from group inquiry in Tier III. Once he raises questions about a particular area, he consults a specialist at the learning center, who helps him plot his program of independent investigation. The specialist is knowledgeable in the subject area and skilled in anticipating problems. He has at his command a complex system of computers for scanning and organizing information for the learner. In periodic conferences between the two, the specialist will, by careful questioning, help the learner to synthesize, reach new insights, and discover gaps in his knowledge. The learner has been keeping a log of hours spent in research, of sources consulted, and of his random thoughts on his subject. At the completion of the project, they evaluate the log together, examine the approaches used, and determine the end result of the work. The specialist feeds the information about the activity into the learner's computer record, thus keeping his experience chart up-to-date.

Communications study stimulates another learner with musical talent to compose background music for his original, videotaped TV script. After composing a score at the computer, he feeds in the verbal cues from his script and the two sound tracks are automatically synchronized. He checks with the central TV station for the date his program will appear on the channel reserved for non-commercial productions, hoping that his program will be chosen for global satellite transmission.

A dance program from Bangkok, interpreting Thai poetry, encourages another learner to choreograph a dance setting for a quaint poem from the roaring sixties. His friends at the learning center are always eager to try out experimental dances in their leisure-time Choreography Club. He reserves a mini-stage and fully-automated robots at the

learning center, which he is able to control from his home video-console with a mobile attachment. While a master tape provides an oral reading of the poem, he works out the movements of the dance with the miniature robot dancers until he feels he has captured the mood expressed in the poetry.

After dialing the main center and finding the poet registered for consultation, he picture-phones to the author's Ceylonese home for the poet's opinion of the creative interpretation of the poem. The response from Ceylon arrives after the TV center has flashed a tape of the dance, since this out-lying area is not yet equipped for simultaneous reciprocal transmission by global satellite. Such rapid feedback on individual and group projects enlivens the gatherings at the learning centers, where authors, artists, and community members of all ages converge to share their cultural interests.

Tier III: Social Interaction

Tier III learning develops attitudes and understandings that lead a learner to an awareness of how he sees himself in relation to his environment. To achieve this objective, the teacher provides opportunities for the learner to interact with his environment in social situations which promote discovery of concepts. All the learning in Tier III, therefore, emphasizes human interaction. Through discussions, dialogues, and personal interviews, the learner interacts with his peer group and with members of the community, who vary in ages, occupations, cultures, creeds, and social classes. The learner's performance indicates how well he has absorbed the planned, theoretical oral encounters.

Discussions with learners of all ages in the MED-85 Centers create an opportunity for critical thinking in relation to the communication skills, talents, and interests being learned in Tiers I and II, as well as to the social awareness which takes the subject matter into concrete life experiences. The individual learns to remain receptive and open-minded, to accept the responsibility for evaluating what he hears, and to discriminate between alternatives before forming his own opinions. For example, after reading George Orwell's 1984, a group views a 4-D film version of the novel. The film concluded, the teacher stimulates social inquiry through provocative questioning. A learner responds by comparing Orwell's Big Brother prediction of the social order to actual 1985 conditions, but his peers and other community members strenuously challenge his analysis.

Then the learner moves from the open forum into a seminar room to begin writing 1999-New Style with an interested friend. In these exchanges of ideas, he becomes aware of diverse philosophies and cultural differences, and he learns to accept and appreciate those individuals who practice the art of "giving of self." Because he works with so many different people, he is not afraid to discuss his interests or concerns with people of divergent ages.

Tier III requires an especially perceptive and emotionally stable teacher, one possessing the social awareness and the self-understanding he wants for the learner. When needed, he structures, organizes, moderates, or plans, but he allows learners to discover their own concepts rather than teach them his. He sets up attitudinal situations rather than purveys information encouraging the learner to individually integrate the basic skills and interests which he acquires concurrently in all three Tiers, with the teacher available as a resource in this process. Through information, critical thinking, and personal interaction with other members of society, the learner thus develops attitudes and understandings which lead to social awareness.

Conclusion

The modest directions suggested by the MED-85 scenario are laid out with the realization that technology has already surpassed the innovations described herein. Architects and engineers need only the endorsement of the American taxpayers and educators to translate their blueprints into steel and concrete and electronic fabrications that would bring educational facilities into the second half of the twentieth century. Yet the acceptance of technology is futile without a concomitant revolution in the structure of the communications curriculum. At the present time the intellectual and emotional growth of the learner is, for the most part, regarded as discrete from the "sequential development" of subject matter embalmed in courses of study. Unless the information gained is integrated into the learner's system of abstractions and values, such content-coverage is a wasteful procedure.

MED-85 proposes a wide range of verbal experiences in a sequence appropriate to a learner's state of psychological development. Although scientific knowledge of the learning process lags behind man's actual intellectual accomplishments, this humanistic communications curriculum presumes that the experiences of a learner should be based as much as possible upon his psychological needs at a given period of his mental and emotional maturation. In the

flexible learning situations indicated in this scenario, the lifetime learner has the opportunity of drawing upon the human and technological resources of the global community, finding in his encounters with the community the means of fulfilling himself personally and as a member of society.

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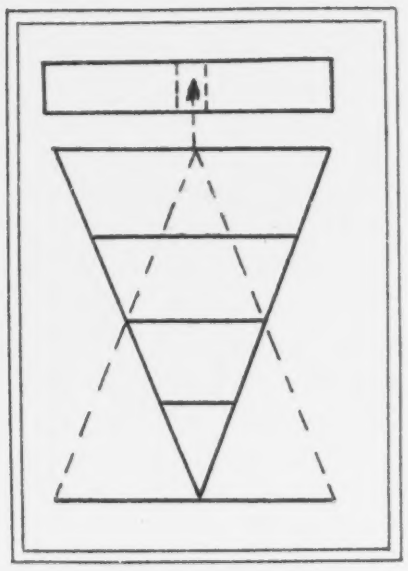
SCENARIO III



SCENARIO A.D. TWO DOUBLE-O TWO

by John Andola
Richard Chartier
Walter Garrett
Gordon J. Loberger

FOREWORD

This scenario is the result of both independent and group thinking. In all aspects, the ideas contained in this paper represent agreement among the members of the committee.

As the reader will note, the committee is in complete agreement with neither the many individuals who predict nearly unimaginable situations for the year A.D. 2002--contact with beings from other planets, interplanetary space travel for the general population, etc.--nor with those pessimistic individuals who insist upon making reactionary, necromantic projections. The year A.D. 2002 is, after all, only thirty years distant.

We agree with Walter Sullivan, science editor of the New York Times, who says that leisure time will ultimately be put to good use by people to bring beauty into the world (Muncie Evening Press, February 7, 1969, p. 12). This is how our committee conceives the future, and we build upon the premise that man will retain his capability and desire to create beauty rather than destruction.

We look to the future with a great amount of optimism. The scenario reflects our optimism.

SCENARIO A.D. TWO DOUBLE-O TWO

Society

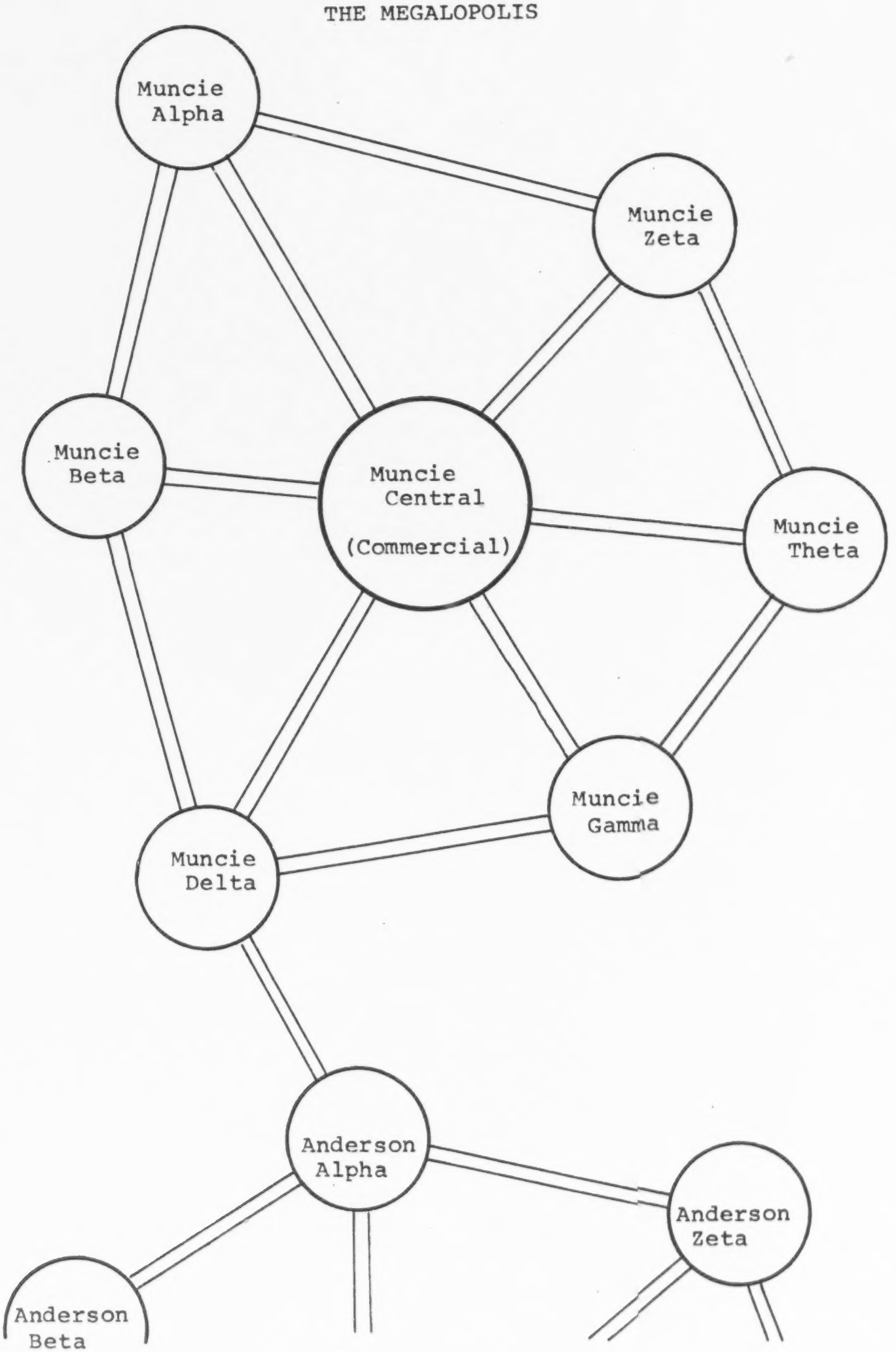
The year A.D. 2002 will probably see a type of society that only few people can now envision. Yet some kind of vision--and a necessarily accurate vision--is necessary if social institutions are to keep pace with coming technology. The society of A.D. 2002 will be a mobile, rapid-transit society, making today's society appear rather stationary and slow. Government sponsored projects will usher into existence transportation systems that will begin a trend toward the elimination of the automobile as the primary means of transportation, megalopolis will be connected to megalopolis, not only by jet plane routes, but also by rapid transit monorail systems--possibly underground--with trunk lines to nearly every part of the city.

Modernization of industry and refinement of technology will result in a computerized society in which the individual, for the most part, will be served by both machine and state. The work day will be shortened to not more than six hours, and the work week will average three and a half days. Work (as it is now defined) will cease to exist for all but a very small minority of the population, with the determining factor as to who shall hold these jobs being something other than education, since, of course, education will be a very nearly universal thing. Each individual will become in his own area a specialist at a particular job--for as long as the job exists; and then he will be retrained, necessitating rapid but positive methods of education.

With the emphasis that city planning is now beginning to receive, cities of the future, while megalopolistic in nature, will be developed in a more orderly manner, probably beginning in the decade before A.D. 2002 and continuing into the future. The cities will be composed of community units, self-contained "villages" of fifteen to thirty thousand persons, each with its own schools, churches, shopping areas, residential areas, parks, civic centers, libraries, and with its own limited form of government.

These units or villages will surround the central city and will be connected to other units by rapid-transit vehicles. The same rapid transit system will serve as a link

THE MEGALOPOLIS



to the central city where, aside from the most local of businesses and services, the bulk of commerce will be centered. Public highways will exist, but the use of the automobile will be de-emphasized. The automobile will maintain its function as a means of recreation or as a means of transportation to recreational areas of a particular nature. General recreational areas will be linked to the transit system.

Agriculture will be taken over by big business and become an industry, employing workers in much the same manner as factories presently do. Possibly, control of agriculture will rest ultimately in the hands of the federal government. Farm factories will be located in the areas between village units, thus expediting the shipment of goods to the consumers. These farms will serve several purposes besides their agricultural function: scenic beauty, "spacers" to prevent the undesirable growth of village units, educational centers for youth, and experimental centers for government and university agencies, and, for the most menial labor, as work camps for law violators.

Contrary to what may now be the popular belief, the family unit will retain--and perhaps even increase--its role as the central societal unit. Planned parenthood will limit the size of families, and the increase in leisure time will facilitate the growth of family activities, if not as single family units, at least as multiple family units involved in community recreational activities such as bowling leagues, baseball and softball leagues, sophisticated hobbies (building airplanes, boats, automobiles, etc.), and travel. Family units will travel across the country on extended vacation trips, sleeping in camper trailers rented from an agency for a modest price. Family units will experience an increase in teenage activity as the homes become equipped with recreational facilities which will attract teenage groups to the home, which itself will be more permissive in its attitude towards teenage idiosyncrasies and desires. For all practical purposes, the family unit will have at its disposal such things as swimming pools, pool tables, tennis and basketball courts, and recreation rooms of various kinds, some perhaps shared in common with near neighbors.

Communication with nearly anyone anywhere on this planet will be virtually instantaneous. Visophones will replace the common telephone, with such devices installed in automobiles as optional equipment. Electronic information storage and retrieval systems will make encyclopedias obsolete except for "snob appeal" since even the average housewife will have, literally, a storehouse of knowledge at her disposal with the push of a few buttons. Each home that contains children will have a computer console financed largely by the state or federal government and rented for a small sum (to offset

repair and installation costs) by the family. This unit, a part of the total educational system, will contain a keyboard, a visoscreen, and "advance" and "retract" controls to advance, stop, or recall material to the visoscreen. Projecting David Sarnoff's (president of RCA) prediction of two billion computations per hour for every man, woman, and child in the United States by the year 1976[1] to the year A.D. 2002, each person who wishes to use a computer will be able to make three billion computations per hour, most of them instantaneously from the console in his own home.

Books, except for leisurely reading, will become, for the most part, obsolete. A volume such as the telephone directory for the city of Chicago will contain the titles of the majority of books utilized by the general public. Each title will be followed by a code number to be dialed in much the same way as a telephone number is now dialed. The book will be shown on the visoscreen, and the reader will hold down a button until the particular page that he wants to read is flashed on the screen.

Penal systems will assume a remedial role rather than a punitive role. Law violators will be subjected to therapy of various kinds. In the case of the worst offenders or repeat violators, psycho-neurotic changes will be permanantly induced through the use of special drugs or brain surgery. In general, tendencies toward crime will be detected by various means before the potential criminal is compelled to commit a crime. Yearly psychological examinations on the order of present physical examinations or dental checkups may be made mandatory, or perhaps required periodically with such events as the renewal of drivers' licenses. Minor crimes against property will be punished by confinement to work farms for short periods--perhaps similar to the present tendency to confine violators to prison only on weekends.

The monetary system will become obsolete with the exception of certain limited situations. Instead, the trend of the universal bank card will continue to grow until a workman is given credit for his efforts to be "deposited" in his account in a "bank." From this credit, he withdraws by means of card-activated computers the credit necessary to make a desired purchase. The system will, in effect, be much like the present system of depositing a paycheck and using credit cards to make purchases. The system will be extended to the point of resembling Bellamy's portrayal of a similar system in Looking Backward.

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[1]David Sarnoff. "No Life Untouched," Saturday Review, July 23, 1966.

Medicine will be computerized to the extent that a health profile will be kept on every individual in the United States, which will be available to the doctor any hour of the day. Files of every known ailment, its symptoms, diagnosis, and suggested treatment will be available on request in seconds. Preventive medicine will play a much bigger role than it now plays, extending human life by approximately fifteen years. Limb transplants will become commonplace; but, the heart transplant will have become obsolete with the perfection of a more practical artificial device.

Tooth decay may become a thing of the past as solutions are invented to protect the teeth against the action of various acids in the mouth. Home applications of stannous floride (or newer solutions) will be as routine as the present application of shoe polish to shoes. Medical science will have applied itself to--and perhaps have solved--problems concerning the human eye. In the visoscreen world of A.D. 2002 in which specialized and technical training is going to be such a vital part of one's life, the problems of eye ailments will become of paramount importance to medical science. Perhaps genetics will open the way to solution of sight defects.

Some things commonly expected will not, however, be a part of the world of A.D. 2002. Undersea cities will still be a long way in the future. As less and less land is needed for agriculture, and as architectural techniques enable man to use vertical space more effectively--both above and beneath the earth's surface--the need for the expensive and probably impractical construction of undersea cities will be lessened. Nor will undersea agriculture be a part of A.D. 2002. The trend will continue to be toward easier, faster, more efficient methods of growing and harvesting agricultural commodities. Undersea farms would reverse that trend. In addition, the potential of synthetic foods may be reached by then.

Unless the atmosphere becomes so contaminated that it is unfit to breathe, plastic canopies will not be seen rising over village units. Man will be able to control climate to a limited extent, and the construction of expensive canopies would be of little value. The inverted bowl we call the sky will serve mankind for a longer period than may now be anticipated.

Life expectancy will not be appreciably lengthened, except as noted above. Drugs or other artificial means of extending life to possibly one hundred and fifty years of age would, if made available to the general public, be self-defeating. The sociological composition of any community

depends upon the relatively rapid turnover of its members. Extending life to perhaps a century and a half would create sociological and psychological problems that man is not now prepared to solve.

Regeneration of human limbs is a dream that the visionary will not see realized by A.D. 2002. Man, ever the optimist, somehow equates test tube successes with actualities. The two are not the same. The differences between differentiating and non-differentiating cells are still a scientific mystery. The ability to grow a carrot in a test tube has falsely given hope to those who believe that man will soon be able to grow a new arm on a severed stump.

Genetic control of unborn babies will occur, but only in terms of combating defects. "Packaged young" are undesirable. Surely the type of being who would gamble on a trip to the moon in the 1960"s will want to gamble on the nature of his offspring--keeping in mind, of course, the fact that he can be virtually certain that it will be healthy in both body and mind. If such is the case, little need for further genetic control will be necessary.

Finally, flying platforms will remain only in old comicbooks, except as the product of somebody's hobby. Quite simply, they will be unnecessary and cause more problems for society (traffic and law enforcement, for example) than they would be worth. The small electric car on relatively uncrowded roads will serve man's needs.

The School System

Contrary to what may be expected, the school systems of the year A.D. 2002 will show no radical external change. Two reasons for this exist: 1. thirty-three years are actually too short a time to develop, build, and solidify the operations of a completely new and radical system of education; 2. while the economic situation will most certainly have altered vastly by A.D. 2002, the possibility of sudden abandonment of the present educational set-up, even though somewhat obsolete, would entail the expenditure of more funds than the traditionally conservative society (in public school affairs) will tolerate.

This is not to suggest, however, that the schools will not alter from the general pattern under which they now operate. Nor does this suggest that the schools will not assume a much broader function in our society. Rather, the society of A.D. 2002 will see in its schools the community service institutions which it has so long desired. The

formal structure of the schools will be gone, and in its place will be a more loosely organized system of "composite education." The elementary school student may well accompany his parent to the same school. The university student could possibly see his little brother to one door of the school before he walks to another. But to suggest that schools will become some kind of nebulous learning centers for "socializing experiences" is probably premature.

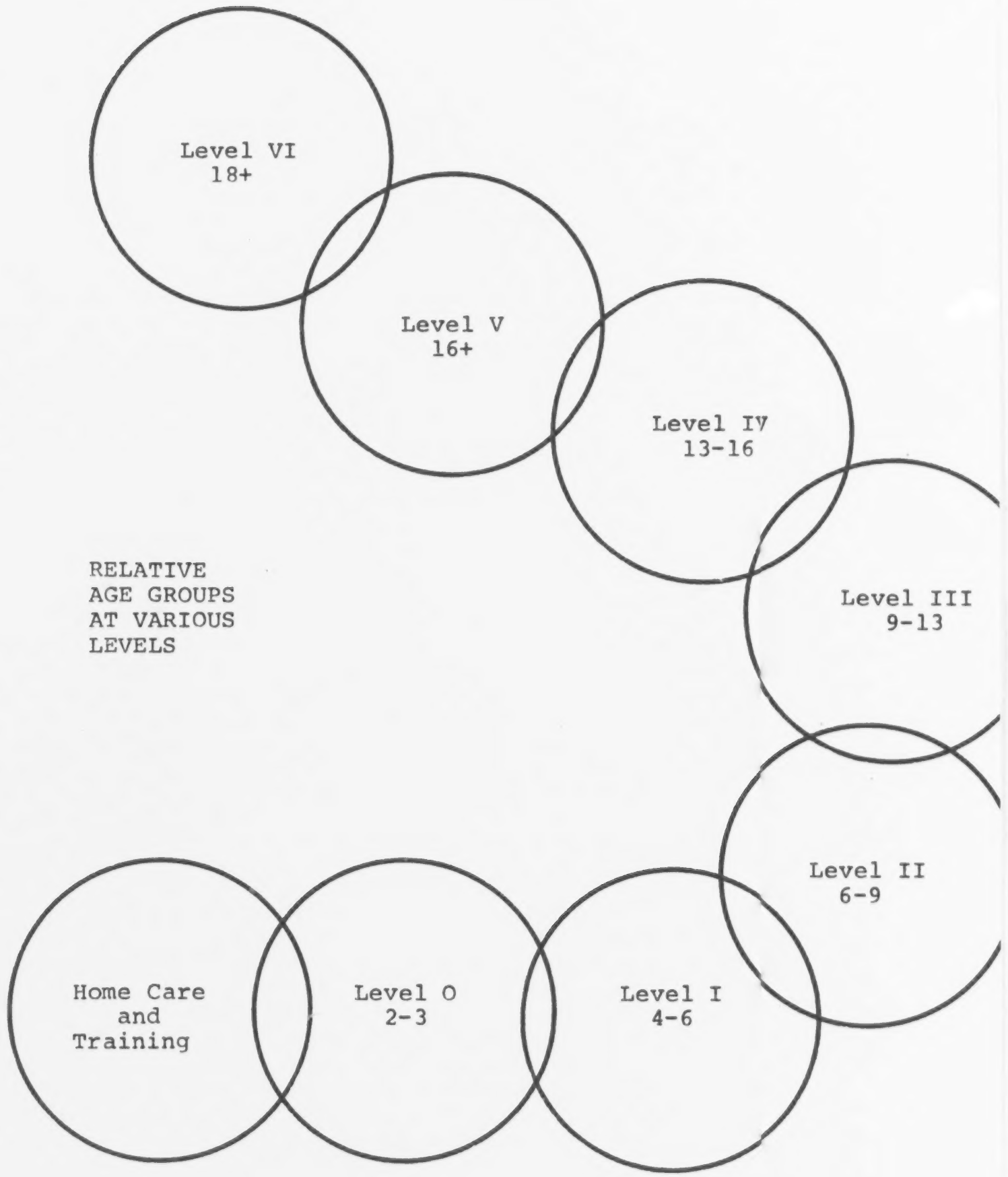
Since having students at all stages of physical and psychological development share common facilities and experiences has already proved to be largely undesirable, some sort of standard division into groups will be maintained. The traditional elementary, junior high school, and high school grouping could well remain, with these groupings becoming arbitrary designations only, and with the school allowing complete freedom on the part of students to cross the dividing lines from one group to another.

Levels I, II and III

Parents will probably have the option of sending their three-year-old children to a public training school for a part of the dav, especially if the child poses problems that the parents feel ill-equipped to handle. Emotional or psychological adjustment might well be an integral function of such a school, but the primary function will be for the purpose of socialization and day-care services.

Elementary schools as such will begin with the four-year-old, who will be grouped with five-year-olds for many of the same activities which the kindergartner and first grader now experiences. The student will begin the process of reading and writing, along with developing greater manual dexterity--i.e., working with his hands through art work; coordinating hand, body, and mind; and developing his physical body. This period will also be used to serve the student's health needs by 1. administering the necessary medicines, innoculations, and corrective devices; and by 2. teaching and reinforcing in the student good health habits. In addition, students will be given various tests--some already devised and some still to be invented--to insure a more nearly complete understanding of each child as an individual by his teachers and counselors. For practical reasons, this period of schooling shall be called Level I.

Level II shall contain the children of the next three years--ages six, seven, and eight. These students will continue with the experiences begun at Level I, but, of course, they will experience these activities on a much more



RELATIVE
AGE GROUPS
AT VARIOUS
LEVELS

sophisticated level. They will be introduced to a variety of new subject matter, both in what are now called the standard disciplines and in more practical and theoretical areas such as woodworking, electricity, plastics, mechanics, and elementary engineering.

Level III will begin for the student, at the option of the student and his parents, a completely new kind of educational experience. He will have, if he so chooses, the opportunity to reside in "study communities" at the school. In these communities, he will eat, sleep, study, socialize with students of his own age group and with teachers and counselors assigned to that particular study community. Here his classes will be of both the formal type[2] and of the more informal "conversation class" situation in which he shares ideas with classmates and faculty members. His assignment to a study community in no way will require his continued presence, but he can feel free to spend nights at home as often as he and his parents wish. Should a student elect not to reside in a study community, he will be assigned to a "study center," where with others who elected not to be residents of a study community, he will participate in similar educational experiences. He will, understandably, not be able to enjoy the benefits of being a resident of the study community, but in all other respects his education will be the same.

The formal type of class in the study community or study center will be similar to classes now attended by most public school children in our country. The one major exception will be the lower number of such classes which the pupil is required to attend. Formal classwork will be the basis for the informal conversation classes. In addition, the individual will be given a great deal of freedom in selecting the particular classes which he elects to attend, both for the formal classes and the informal classes.

The conversation classes will attempt to draw together information which the student has gathered from the many different areas and to emphasize the inter-relatedness of all human knowledge. A conversation class in English literature, for example, could well relate to social and political history, genre, rhetoric, and literary criticism. A class in woodworking could relate to mechanical drawing, architecture, wood finishing, kinds of woods, tree plantations, and wood care.

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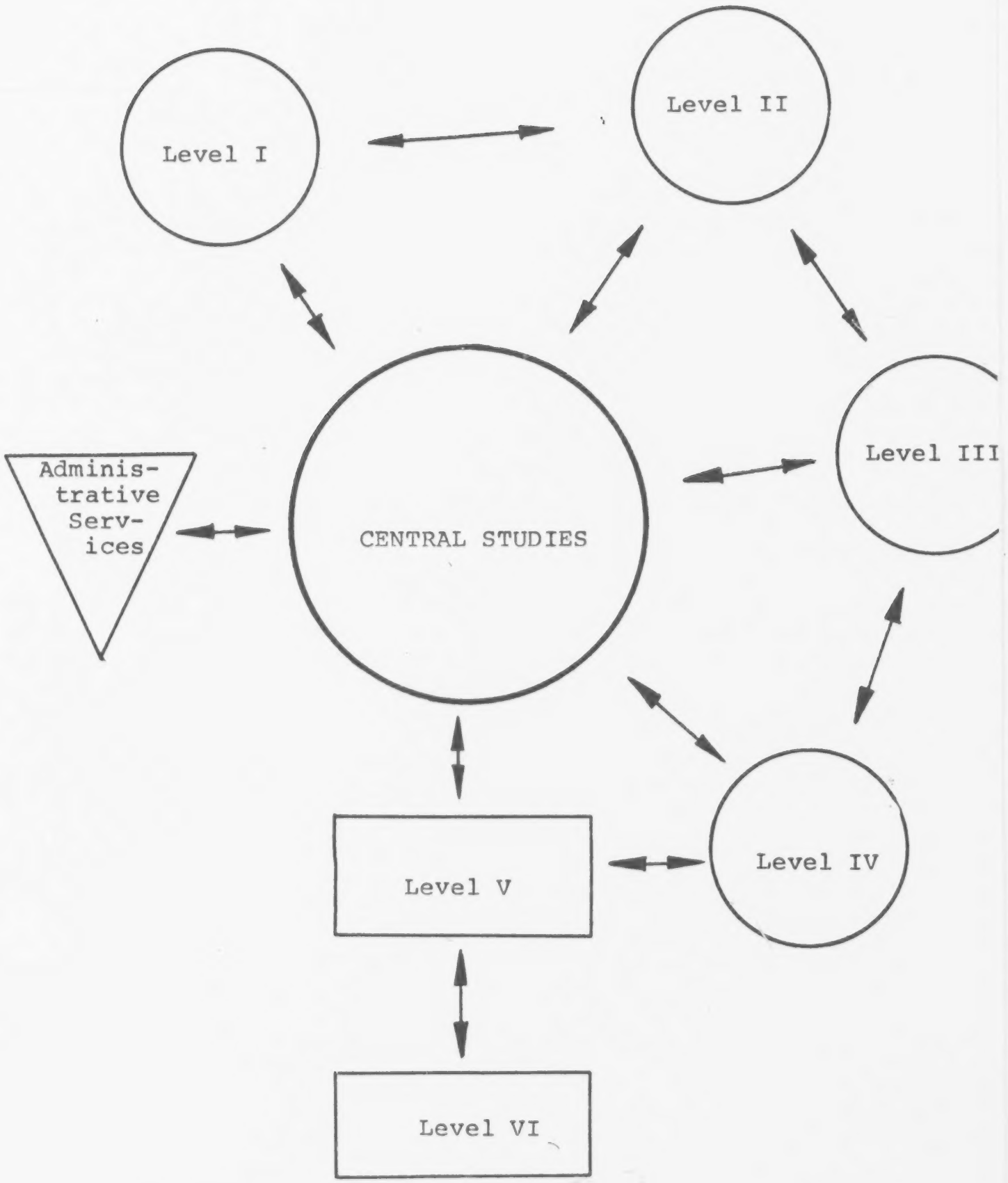
[2]See Glossary for definitions of various terms used throughout this paper.

AREA STUDY COMMUNITY



The conversation classes would not be composed entirely of student/faculty conversation. Rather, students would be encouraged, as a result of interest stimulated from the conversations, to undertake various projects which would be of intellectual, aesthetic, or practical value. The purpose of such classes would be to expose the student to a number of experiences so that he may discover for himself his interests, abilities, and aptitudes.

Success or failure in the study community will be based on the student's own personal satisfaction or dissatification with his work. Society will be such that much of what is learned in the study community will be irrelevant to the needs of society, except as it fosters creativity, stimulates the imagination, and channels an individual into a vocational area other than a mechanical one. To insure a wide range of exposure, to enable the student to explore his personality, and to grant exposure to many aspects of the environment, the student will be required to take a core of basic subjects. These subjects will cut across nearly all the various disciplines--the fine arts, liberal arts, sciences, and technical training.

During the student's progress through the program, he will be carefully observed and counseled by teachers and counselors who have been especially trained in child behavior and adjustment. If a child exhibits a tendency to fall behind his classmates in certain areas such as reading, writing, or mathematics, special individual emphasis will be placed on those areas, perhaps utilizing several conversation classes per week for this purpose, perhaps during certain evening "special emphasis" sessions. To a certain extent, remedial work (since a rose by any other name smells as sweet) will be the responsibility of the student himself; but, in any case, he will be expected to perform most activities at a level that is conducive to reasonable adjustment in his society.

With counseling and guidance and with experiences in various areas to use as the bases for decision making, the student should begin to focus on some aspect of the broad range of vocational possibilities that are open to him. After he has done this, he will explore further possibilities in his chosen area by electing various formal classroom experiences and the related conversation class experiences. Should he decide to change his area of interest for any reason, he simply elects to explore another area. If he elects to remain in an area, he continues his studies of that particular area while he is continuing his studies in the general areas, which will be required of him until he completes Level III and moves on to Level IV.

LEVEL III CURRICULUM

Required Control Units

- Math I / Math II
- History I / History II
- English I / English II
- Biology I / Biology II
- Fine Arts I / Fine Arts II
- Geography I / Geography II
- Government I
- Practical Arts
- Physical Science
- Language II*

*Language I is offered at Level II

Component Electivies (samples only)

General math
Algebra
Geometry
Physics
Colonial History
War History I,II,III
Recent History
European History I,II,III,IV
European Literature I,II,III,IV
Poetry I,II,III,IV
Drama I,II,III
Short Story I,II,III
Novel I,II,III
Essay I,II
Zoology I,II; Ecology
Genetics I,II
Botany I,II,III
Music I,II,III,IV
Painting I,II,III,IV
Geology I,II
Anthropology I,II
Sculpture I,II
Architecture I,II
Geography (W) I,II,III
North America I,II
Woodworking I,II,III,IV
Metalworking I,II,III,IV
Electricity I,II,III
Astronomy I,II
Political Science I,II,III,IV
Journalism I,II,III,IV
Broadcasting I,II,III,IV
Mechanical Science I,II,III,IV
Chemistry I,II,III,IV
Medicine I,II,III,IV
Dramatics I,II,III,IV
Voice I,II,III,IV
Speech (A) 1,II (B) I,II (C) I,II
Logic I,II
Engineering (A) I,II,III,IV (B) I, II,III,IV (C) I,II,III,IV
Writing (A) I,II,III (B) I,II,III (C) I,II,III
Language III,IV,V
Conservation I,II
Recording
Mythology

The school year will be divided into four quarters, with the student electing to attend any three or all four quarters as he so desires. The schedule that a student would be required to follow could mean, then, that he could have as few as one required component each quarter, with the remainder of his school day (or, possibly, a portion of the night) being composed of any electives that he wishes to take. Since few if any classes would meet on a daily basis, the student could elect to take as many as six or eight electives (at the most, probably) or as few as three or four, depending on his ability, interest, and outside, individual projects.

Whether or not a student resides at the study community, he will be trained in the use of computers and in the use of information storage and retrieval systems. Much of his training in many of his classes will consist of the most recently developed techniques of computerized instruction and various mechanical devices such as programmed learning. At no time will such instruction utilize more than half of his formal classroom experiences, nor will he be expected to spend more than one third of his study time using a computer.

Audio-visual techniques still in the infant stages will be a routine part of the student's learning process. Instantaneous communication with foreign students of his own age and educational background will be made available to him with person-to-person contact and face-to-face conversation being common. Three-dimensional motion pictures with stereophonic sound will recreate for the student a feeling of participation such as is seldom experienced in our own time. History, literature, astronomy and other disciplines will become living experiences.

Level IV

Level IV, like Level III, will again offer students the options of living in study communities or living at home. Also, like Level III, Level IV will consist of both formal classroom situations and conversation classes. The student retains his prerogative in selecting the great majority of areas in which he will study. The basic assumption is that the student, through the guidance, training, and learning experiences to which he has been exposed in Level III, has decided in which area or areas he wishes to pursue concentrated studies. Level IV offers him advanced training in these areas while at the same time offering him a variety of other possibilities should the student yet be undecided about his future.

The student at Level IV is expected to complete certain minimum requirements before his schooling can be considered sufficient. These unit requirements, eight in all with option which would eliminate six others (see note on page 51), are so structured that the student is free to select whichever components he so desires within the realm of the required unit. The school year is again divided into quarters, each quarter being twelve weeks in length. Thus, the requirement of two units of communication skills would mean, possibly, twenty-four weeks of component work taken under the general heading of communication skills. For administrative purposes, the units might be a uniform twelve weeks in length, but no reason can be given why a unit might <u>not</u> be twenty-four weeks or six weeks in length.

The eight units which the student is required to complete represent fifteen separate control units--i.e., history is a unit in which a student must complete twelve weeks of course work, but History I and History II together equal two control units. These fifteen separate control units, then, represent approximately one required control unit per quarter.

To fulfill the requirements of the control unit, the student elects <u>any desired</u> component listed under the control units. These courses, herein called components, will be offered for four-week periods. To fulfill the requirements for one control unit in English (English II, for example), the student elects any three components he feels he is capable of handling and interested in taking. Should he wish to drop out of the components at any time for any reason, he simply withdraws from the component (perhaps remaining as an "auditor") and then enrolls in a different component as he chooses.

Since literature will assume the characteristics of an esoteric discipline rather than a practical discipline, the student is left to select whatever becomes interesting to him. Should enough students desire to study a component that is not offered by the study community for a particular control unit, the study community would modify its schedule to include that component. For example, if enough students desire to enroll in a component dealing with the fiction of John Steinbeck, and this particular component is not offered during the quarter for which enrollment is taking place, the community would simply delete from its schedule a component that is not attracting students and include the Steinbeck component in its place.

The relative time spent in the formal classroom situation and in the conversation class situation will be dependent upon the make-up of the class and the discretion of the

LEVEL IV CONTROL UNITS

Communication Skills I
Communication Skills II

Sciences I
Sciences II

Literary Studies I
Literary Studies II

Governments I
Governments II

Modern Cultures I
Modern Cultures II

Geography I

History I
History II

Fine Arts I
Fine Arts II

Humanities
I-VI*

*The Humanities control unit consists of components which normally make up the separate units of literary studies, history, fine arts, and modern cultures. The student may elect this control unit in place of six control units from these areas. The Humanities control unit is designed to structure more rigidly the student's studies.

COMMUNICATIONS SKILLS COMPONENTS*

Control Unit

Communication Skills I
12 weeks

Control Unit

Communication Skills II
12 weeks

COMPONENTS

Public Speaking	Script Writing	Writing for Visual Media
Photo Journalism	Photography	Composition
Editorials	Film Making	Broadcasting
Newswriting	Grammar I,II,III,IV	Directing
Voice & Diction	Dramatics	Rhetoric
Creative Writing I		Creative Writing II
Debate		Creative Writing III

*These components represent only a sampling of the total number available to students.

Literary Skills Components
(samples only)

Poetry

Principles of Poetry
Modern American Poetry
Modern English Poetry
Modern European Poetry
Modern African Poetry
Modern Asian Poetry
Robert Frost
Carl Sandburg
Emily Dickinson
Walt Whitman
Edgar A. Poe
T. S. Eliot
William Shakespeare
John Milton
Robert Browning
Alexander Pope
W. N. Auden

Short Story

Phillip Roth
Edgar A. Poe
Saki (H. H. Munrd)
John Galsworthy
Joseph Conrad
Jean Paul Sartre
Albert Camus
James B. Hall
Form of the short story
Flannery O'Connor
Nathaniel Hawthorne
Katherine Ann Porter
J. F. Powers
Carson McCullers
O'Henry
Guy de Maupassant
James Joyce

Drama

William Shakespeare
Eugene O'Neill
George Bernard Shaw
William Synge
Arthur Miller
Restoration comedy
Elizabethan Drama
Edward Albee
Christopher Marlowe
Tennessee Williams
Sherwood Anderson
Elmer Rice
Greek Drama

Novel

Ernest Hemingway
William Faulkner
John Steinbeck
Thomas Wolfe
Thomas Mann
Kingsley Amis
D. H. Lawrence
Non-fiction novel
Sinclair Lewis
Henry James
Mark Twain
Herman Melville
Oliver Goldsmith
Oscar Wilde
Thomas Hardy

faculty member. The faculty member will utilize the time to best suit the needs of the particular class. In this vein, various projects which might well be considered independent study could become a part of the student's work for the component. Independent work as such could well be divorced from any particular component, giving the student the opportunity to study in an area which best meets his own personal needs without depending upon desires and interests of other students. In effect, independent study could well engage the student on projects which would cut across control unit lines and be related not only to various control units in the broad area of English, but also related, perhaps, to such control units as Modern Cultures I, sociology, or history.

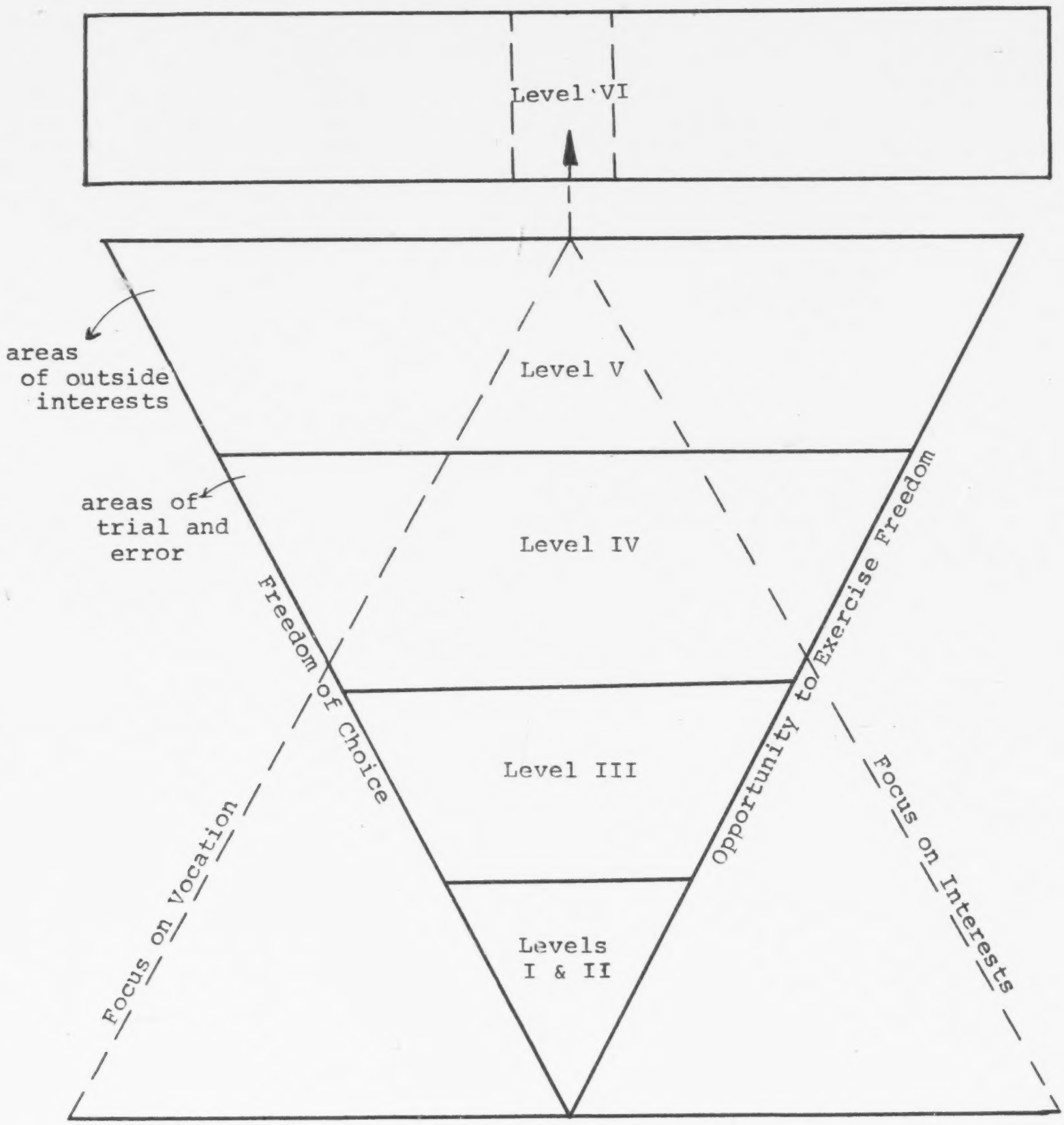
When the student has completed the requirements established for Level IV, he has, in effect, acquainted himself in both general and specific ways with the world around him, both from a historical point of view and a contemporary point of view. As his interests have so dictated, he has traced the history of man and his ideas, the literature, the social conventions, and the technical and mechanical advancements of the human race. He has learned to think in terms of the society in which he must live and to participate in intellectual and cultural events that give much more than superficial meaning to one's life. He has acquainted himself with the biological make-up of his own body and the physical characteristics of the world of which he is a part.

Vocationally, the student has explored his interests, aptitudes, and whims; and he has increased his ability to do various tasks. At Level III, he began to explore the possibilities of vocational activities and began to orient his formal studies to the area of his choice. At Level IV, he further developed his vocational skills until he either reached the point at which his training was sufficient to enable him to accept employment in society or sufficient to enable him to enter the next level of education, that of Level V--presently known as the community college. Level V contains the intermediate vocational education components.

Level V

At Level V, the individual continues with whatever training is necessary above Level IV to prepare himself for his desired vocation in life--or until the occupation becomes obsolete. Specific time limits for completion of this level cannot be determined, nor is any specific age group expected to dominate the level. The primary purpose of Level V is occupational training and re-training. Depending on the particular area involved, the student comes and goes as his

SCHEMATIC DIAGRAM OF STUDENT DEVELOPMENT



occupation requires. Community retraining programs are an integral part of this level, since one can expect that any training he receives for a particular occupation will be obsolete within a twenty year period. Thus, one could conceivably be enrolled at Level V at the same time his Level II child is attending the same study community.

In addition to occupational training, Level V will offer certain persons advanced training in highly specialized areas, enabling them to continue their education in such fields as medicine, law, economics, architecture, and in certain other areas such as community and university teaching. Such training would normally be a part of the continued educational process with no extended interruptions except for rest periods.

Level VI

Level VI, a separate institution, exists solely for those individuals who, because of the demands of the professions which they wish to pursue, need to continue their education beyond Level V. In effect, it is comparable to present-day senior college and graduate school. The chances that such an institution will have altered greatly between now and A.D. 2002 are rather slight, except, perhaps, in form of government.

GLOSSARY

Component . . . . . A four week unit in a certain study area, composed of both formal and conversation classes. Usually three components will compose a single control unit; however, a component may consist of a student's independent studies.

Control unit. . . . A general requirement in a specific area (such as English) which is composed of several components of the student's own choosing. The control unit assures that the student will spend a portion of his time dealing with material in a particular area.

Conversation class. Loosely structured, informal discussion or conversation groups whose sole purpose is to explore student interests, relate subject matter to various larger areas, stimulate interest in related fields, student self-expression, encourage participation, enhance self-criticism, refine discussion techniques, and encourage group interaction.

Formal classes. . . Carefully structured classroom sessions designed to acquaint the student with factual matter of the control unit. Classes may utilize the latest educational theories with regard to large and small group discussion, audio-visual materials, texts, and instructional procedures. The term formal is used to designate classes that have as their main emphasis the control unit, rather than the general application of the conversation class.

Megalopolis . . . . Extremely large metropolitan area consisting of commercial, industrial, educational, and residential developments. The megalopolis of the future will be composed of a central city, consisting of the above, with outlying village units.

Rapid-transit . . . Rapid-transit devices will be constructed by the federal government in cooperation with state and local

governments and will inter-connect every population center in the United States. These devices could well consist of overhead monorail "train" or underground cars propelled by pneumatic means. Trunk lines will unite city parts.

School system . . . Relatively small, unit-wide organizations which will operate independently of great state or federal control. However, national and state standards will tend to level many of the obvious differences and weaknesses that now exist from system to system.

Study center. . . . Essentially the same organizational unit as the study community with the exception that no provisions are made for student residence. A part of the area study community.

Study community . . A residential education/social organization consisting of students, instructors, counselors, doctors, and psychologists. Classes, recreation, and socialization will all take place at the study community.

Technical training. Training that is more closely related to vocation preparation than general studies might be.

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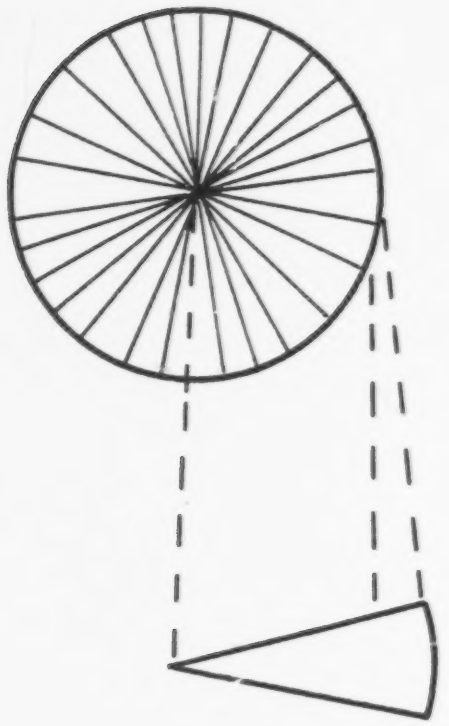
SCENARIO IV



SENSE, INTELLECT, AND IMAGINATION:
A Humanities Curriculum Scenario

by Larry Horney
O. Wade McLain
Rexford S. Sorenson
Tusco Heath

SENSE, INTELLECT, AND IMAGINATION: A HUMANITIES CURRICULUM

> The effect, if not the prime office of criticism is to make our absorption and our enjoyment of things that feed the mind as aware of itself as possible, since that awareness quickens the mental demand, which thus in turn wanders further and further for pasture. This action on the part of the mind practically amounts to a reaching out for the reasons of its interest, as only by its ascertaining them can the interest grow more various. This is the very education of our imaginative life.
>
> --Henry James, The New Novel (1914)

Social Projections and Conditions

It is anticipated that the following social conditions will exist in the year 2000. It is on this setting that the Committee's scenario is based.

1. Every person will be free from economic necessity.

2. Values will be based on the use of the mind rather than on materialism as they are currently based. Accruing wealth will bring no social prestige, but composing a good poem will.

3. In order to cope with the anxieties induced by a greater freedom, the individual will perforce regard his education in a more serious manner. Freedom will prove to be a stronger motivational force than economic necessity is in the year 1969.

4. For the most part competition will be with one's self; but the competition between individuals--when it does occur--will not be the fierce kind that is common to a materialistic society; instead, the creative instinct will be sharpened, facilitating greater activity but accompanied by better understanding of the efforts of others.

5. Moral (especially sexual) taboos and intellectual

barriers (such as superstition, religion, and nationalism) will exert considerably less force. In an existential sense, the relative freedom from such taboos and barriers will place a greater burden on man.

6. The family unit will yield (to a large extent) to other social institutions, including "pairing" in live-in, twenty-four hour Culture Centers.

7. Leisure time--i.e., time not needed for economic survival--will be greatly increased. Indeed, many people will have nothing but leisure time. Education, from birth to death, will consume this additional time.

A Statement of Philosophy

"They know enough who know how to learn," Henry Adams said; but in the year 2000, the learner must learn to learn in terms of rapid and sudden change. Moreover, in terms of a hundred-and-fifty year life span, much of the change will not be applied directly to the control of one's social environment. Yet change will be the dominant social feature. Man is best able to adapt to change when he has acquired a broad, inclusive awareness of his own mind and his own environment. Narrowness annihilates. Thus, although specialization in education is of course to be permitted, "humanism" is to be encouraged. Such humanism will not stress the past, but will include an awareness of the past in order to better understand the present.

The development of the intellect and of artistic imagination is of value in itself. Utilitarianism in the year 2000 will not consist of economic activity; social service will succeed it as a mode of productive creativity. Because at all levels of human endeavor there exist sensory, intellectual, and imaginative values, a synthesis and balance of those values will release the individual from fears of social condemnation and therefore from any feelings of guilt.

The individual must be permitted to confront problems and to freely choose those problems which are meaningful. It follows that it is useless to give to an individual hard data (including the "fundamentals") until he perceives the value of that hard data in its application to the solution of a problem. It also follows that education according to chronological age is anachronistic. One's ability to apply research data to a problem, to undergo change of any kind,

and to recognize one's intellectual limits, is the only consideration in determining the nature of the problem to be accepted. In other words, a hundred-and-twenty-five-year-old great-great-great-great-grandmother may choose to associate with a five-year-old child in the solution oa a particular problem.

An individual's peers, those who are solving the same or a similar problem, are his best critics; and it is to them that he will turn voluntarily for evaluation.

There is no fundamental material in this curriculum to be mastered in the traditional sense of the term "fundamentals." The subject matter and experiences are to be chosen and made available for learning, but the selection of subject matter is voluntary, recognized and opted by the learner. The curriculum will awaken the learner to the full intensity of his own selfhood. He becomes a combination of a choosing agent, and a free agent, and a responsible agent. By implementing this process, the curriculum produces an atmosphere of freedom in which disunion, humiliation, and rebelliousness are replaced by communion, dignity, and satisfaction with self. This policy of freedom exists because there is no hierarchy of authority in the school, no dominion of teacher over pupil, and no external standards of achievement or success forced upon the learner from an outer society. The learner will instead view with pride his own ideas. This will produce not replicas, but men and women who are strong in their singularity, and who achieve understanding through their union with others.

Objectives

The primary objective of this curriculum as implied in the title is to enable the learner to recognize his place as a living force in his society through a progression of sensory, intellectual, and imaginative responses. The extended objectives are to produce an individual whose values evolve from his abilities to interpret his sensory responses in such a way as to synthesize the sensual with the mental and to produce an imaginative, creative communication which he can offer to his society.

As a child he may lean heavily upon the sensory, but as natural maturation occurs, he will achieve the "ideal" balance between the senses and the intellect. The curriculum is designed to nurture the individual at his own rate of physical and mental development, leading him to realize the need to respond in ways which communicate with his society. This would mean that he would learn to speak by both felt

need to convey his ideas and by imitating others who are engaged in the process of performing their work for the group. By the same means, the learner will seek his chosen method of communication--literature, art, music, philosophy, etc.

With economic motivation gone, the learner will be freed to work for personal satisfaction and for approval from society based upon the esthetic and humanistic effectiveness of his imaginative creation--the insight into a shared search for human understanding. From this process of "sense, intellect, and imagination," the learner will become flexible and creative with a sense of individual dignity and capacity for love. He will feel that while he is satisfying his own ends, he is also contributing positively to the social order by giving both pleasure and intellectual stimulation to his fellowman.

The intermediate objectives center on the actual development of the individual as he moves from the PROBLEM CENTER to the SEARCH AREAS or out to the FIELD EXTENSIONS. The first objective is to develop the sensory capacities. This is aimed at showing the learner the different avenues of sense experiences which are available to him. Music, art, literature, and nature are a few obvious areas to which the learner could be exposed, increasing his awareness of his position in his environment.

As the student matures and shows interest, he can move into one of the specialized SEARCH AREAS to further his search and begin to interpret his initial response by synthesizing the sensory experience with an intellectual evaluation. The tangible result will be some form of creative work which exhibits the learner's response. This process will produce a man who understands himself in relation to his social and physical environment. He will apply both his sense and his intellect to the problems of living.

The universal objectives of the curriculum are to foster first an atmosphere in the society which augments the natural desire of a man to be with and interact with other men, freely and without fear. Second, the freedom which is so important to this curriculum must be understood by the individual to be one which not only secures his sanctity, but binds him to a social responsibility. Each individual is free to follow his private pursuits, but it is assumed that he will always return voluntarily and contribute to the group the results of his creative efforts for evaluation. The results of this interplay will produce a man with capacity of understanding and tolerance for his fellowman. He will see himself as a separate entity which is also a part of the group called society, and ideally he will

recognize the place of man in the universe. By knowing himself he will be better able to know "all."

The Hub: A Problem Center

The Hub is a problem center. (There are several of these, including one for social science and one for technology, if that is the method of classification.) Figure 1 diagrams the Hub as it is integrated in the humanities. One of the germane Search Areas is English (sometimes referred to as "Language Arts," or "Communication Skills"). Although the Committee here presents an English Curriculum, it is meaningless to think of such a curriculum in terms of anything less than the humanities. Figure 1 further diagrams this assumption by the use of two-way arrows which indicate the nature of interrelationships and which assume the ability of the learner to move freely among the areas, their extensions, and the Hub.

Figure 2 diagrams an enlarged scheme of the Hub and a further enlarged scheme of one Activation Spoke. Within the Hub are the coordinators whose task is to use the Activation Spoke to (1) activate problems; and (2) assist the individual in stating and delimiting problems. The problems are continually activated; the individual may be present or he may monitor the activations through available communications.

The problems are infinite in number, but will be activated according to contemporarily meaningful themes. That is, the problems will originate from the contemporary culture rather than be imposed externally. Of course, there will be problems in the year 2000 that are undreamed of in 1969, and consequently, it is futile to make a list of possible programs. This curriculum, however, possesses the flexibility to permit any valid problem to be raised in terms of its construct.

The Coordinator is himself what the curriculum seeks to develop: an individual who is motivated by the value of himself as an individual, but who sees the greatest worth of himself when he operates both freely (without fear) and creatively in the conglomerate of human relations. He is able to make educationally meaningful decisions with intelligence and empathetic passion. He is thoroughly knowledgeable in the social sciences, especially in the psychology of learning. He has a broad experience in all of the research areas of the humanities and with all of the themes which underlie contemporary problems. He knows well and is able to call on any or all of his Research Experts. He serves no administration and is accountable only to those who participate in

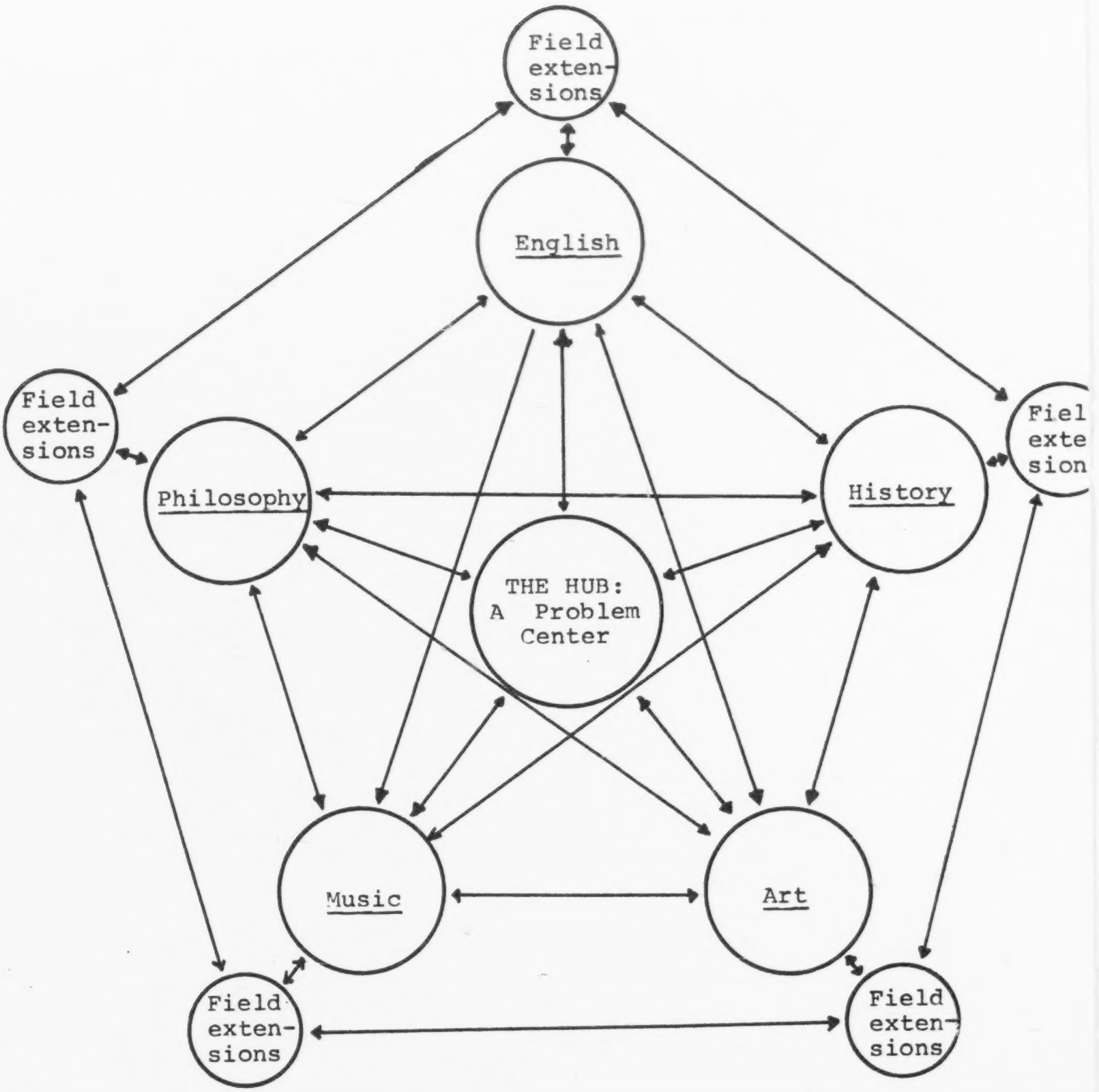


Figure 1. Scheme of Theoretical Organization

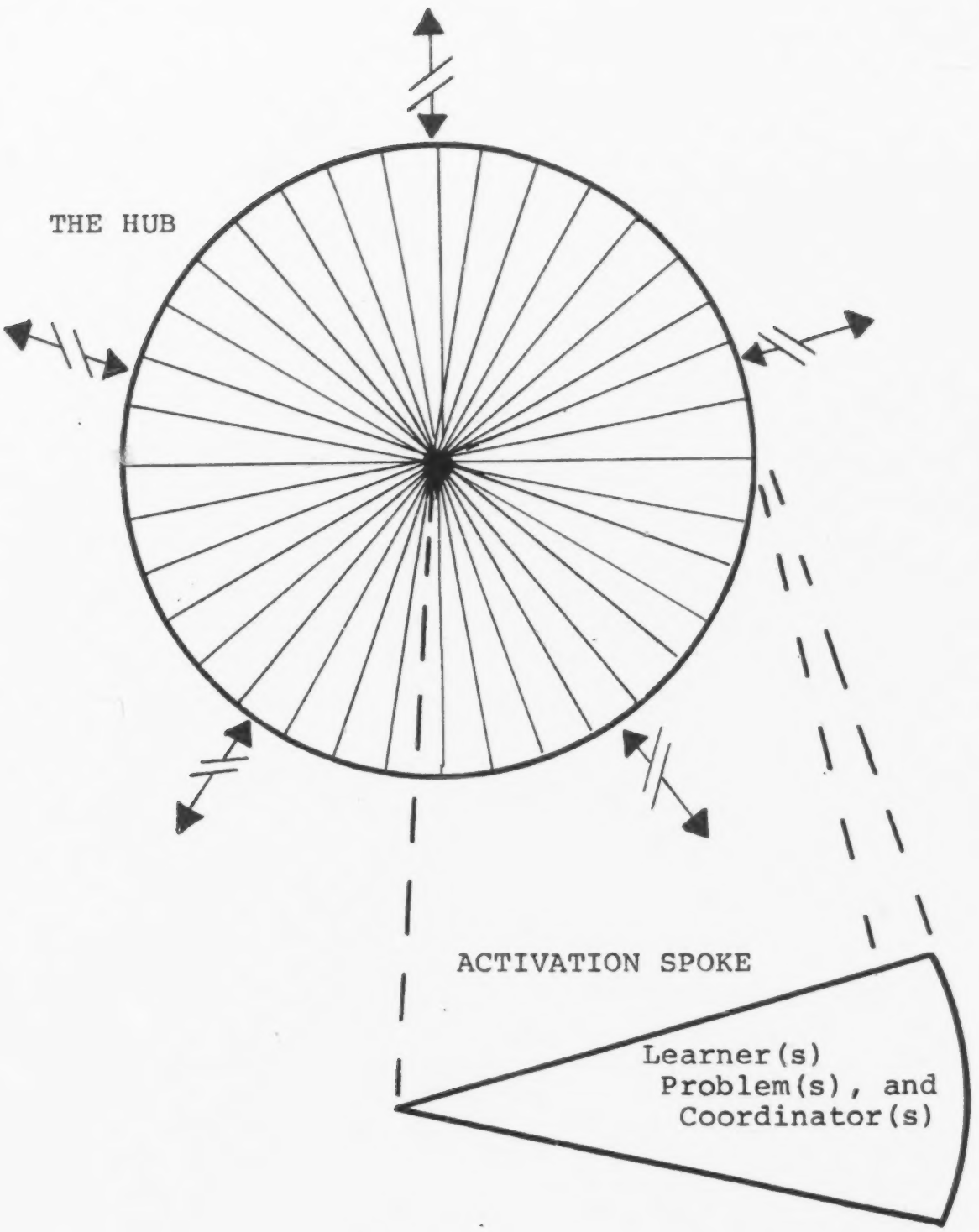


Figure 2. (Enlarged) Scheme of the Hub and (Further Enlarged) Scheme of an Activation Spoke

the learning center. In short, democracy will prevail in all matters.

The Activation Spokes of the Hub theoretically enable the Coordinator to activate a particular problem. The learner will respond to a problem when he encounters one that motivates him to search for a solution. He will receive as much assistance as he needs in finding methods and information necessary for dealing with the problem.

The Search Area

Figure 3 diagrams the English Search Area and its related Field Extensions. In this Search Area are located experts in English who are highly trained in some area of communications. They are specialists; but at the same time, they have a broad humanistic background that allows a clear perspective of the overall program. Therefore, they do not restrict the possibilities of contributions from other areas. Instead, they give full assistance to the learner in English and then provide awareness of other related areas where another expert will render his assistance.

The Search Area will be characterized by an atmosphere that permits the absorption of sensory experience. The Area is equipped with a sensory center which permits the production and reproduction of any sensory experience. There is, of course, an appropriate physical setting, functional and esthetic. A part of this setting consists of the loculi. These are units which permit absolute privacy for the individual learner for study, meditation, and creation. The learner can admit the outside through a sensory transceiver; he can request assistance and he can monitor other learning areas, including those in the field. But there need be no external interruptions. This private area takes on a special significance in a crowded, highly socialized environment. Included among the electronic equipment is a device permitting access to a central research center for selecting relevant data. An additional device permits instantaneous reduction to print of any coded material.

The Field Extensions

The Field Extensions are areas where the learner can gain vicarious or direct experience in the world outside the physical boundaries of the learning center. These areas could include theatres, concerts, lectures, museums, and galleries, and would also include travel through which the

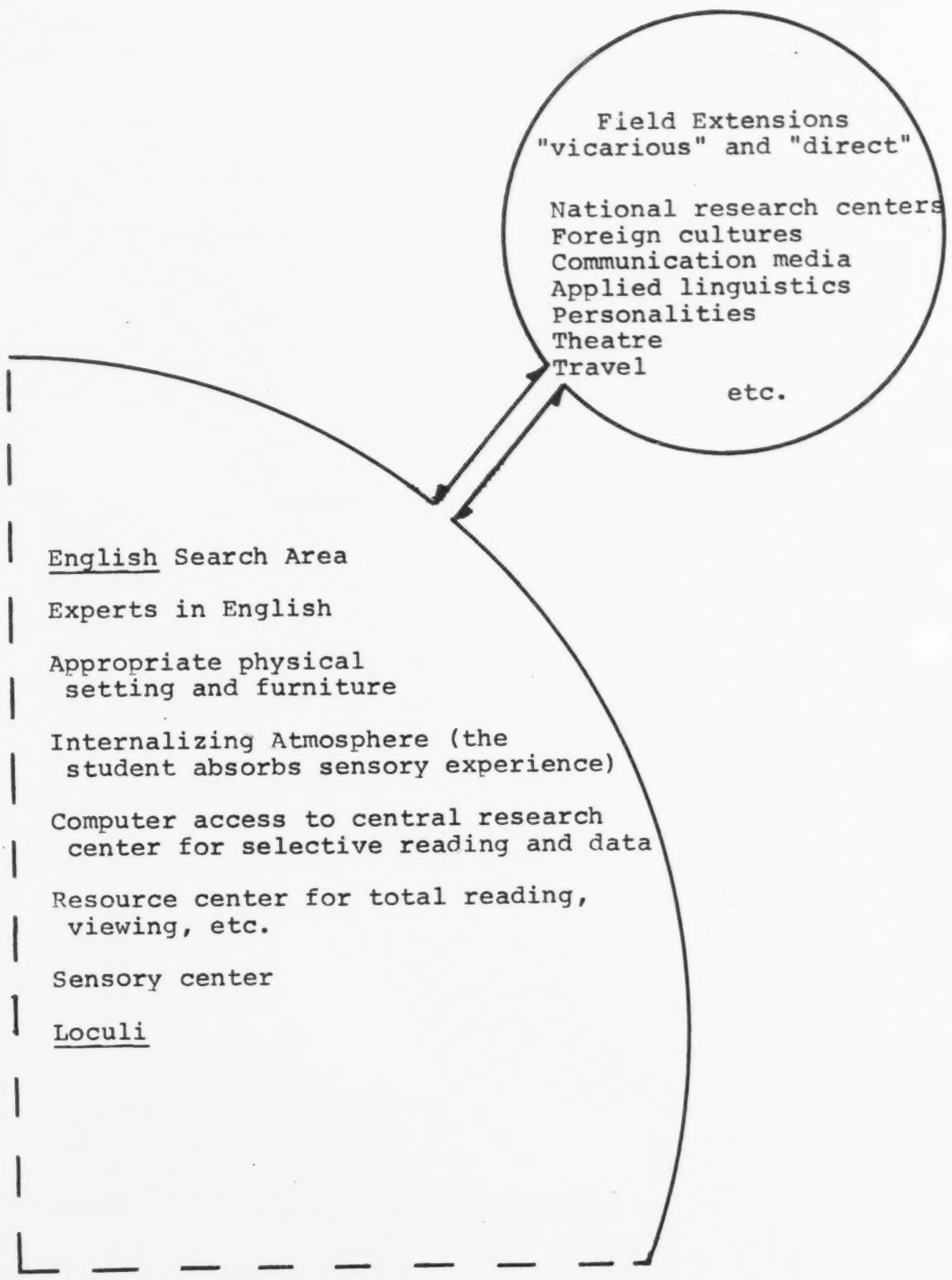


Figure 3. (Enlarged) Scheme of English Search Area and "Field Extensions"

learner could observe foreign cultures. In short, Field Extensions include, literally, the limitless experience of the world.

Conclusion:

This educational system is presented as a logical result of given conditions and could not possibly succeed in a society where economic and social pressures are imposed upon the institutions of learning. Freedom in education is only possible in a society which values human effort more than it does the invention of a new detergent. When education must prepare its learners to "produce" and to "compete" for survival in an economic jungle, the term education must be defined as persuasion at best. When any institution claims to have the "truth," be it social or religious, the pretense of a search merely produces cynics, disillusioned rebels, and worst of all, replicas. Freedom to search for "truth" must be motivated by personal, human desires; it cannot be prostituted by presighted ends. The pursuit for "truth" in this curriculum leads to application, to be used by the society as the individuals within it so will. The ideal end will be the development of a new insight and the subsequent interaction with other men, leading to a life based upon harmony, dignity, and self-fulfillment.